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ABSTRACT

The nature of intramural programming has changed over the years; competitive leagues do not dominate the schedule of events as they once did. Strategically placed throughout the year are at least four other programming options, which include self-paced programs, challenge activities, social events, and club sports. This handbook provides the intramural director with information that will assist in developing the first time program or improving the long standing one. It contains activities and administrative procedures that can be adapted to insure a successful program. The four sections of the handbook deal with program philosophies, organization and administration, sports tournaments and special events, and sports clubs. (JD)

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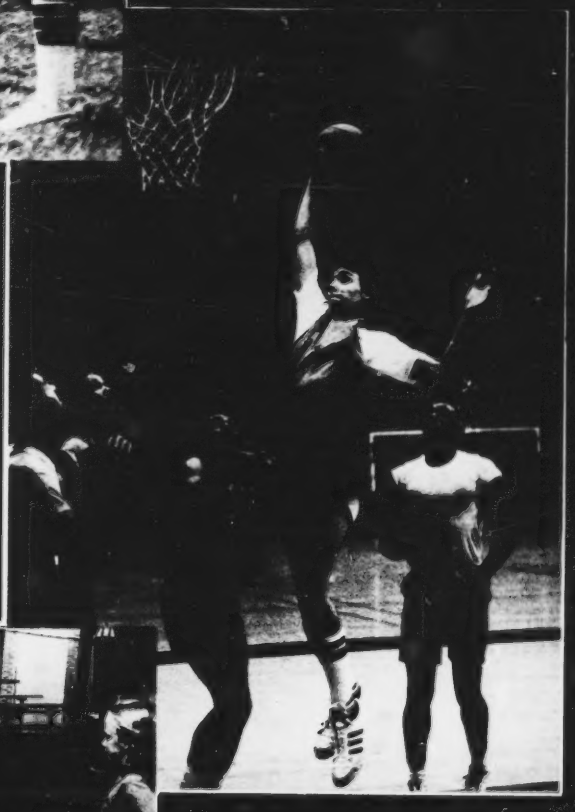

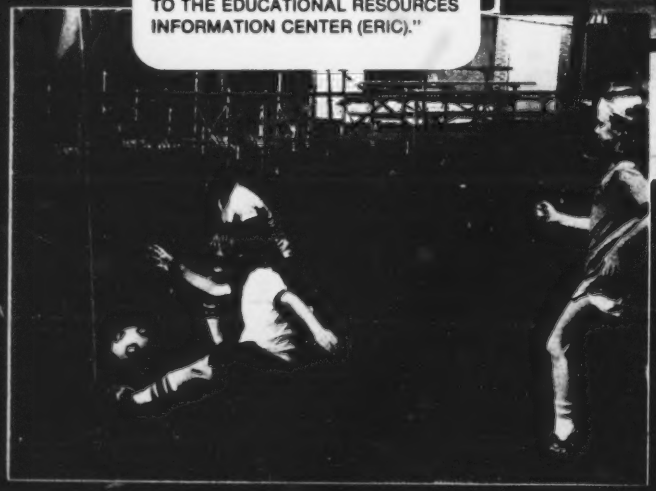

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Intramurals and Club Sports

A Handbook

A Project of the
National Intramural Sports Council
of the
National Association for Girls and Women in Sport
National Association for Sport and Physical Education
Associations of the
American Alliance for Health, Physical Education,
Recreation, and Dance

American Alliance for Health, Physical Education, Recreation, and Dance
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PREFACE

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Historically, the intramural program has emphasized the competitive arena of sport and provided a practice field for the skills learned in physical education class. While this is still one very important objective in many school settings, it is no longer the primary consideration which guides the intramural director through the planning process today.

The nature of intramural programming has changed dramatically over the years. What was once a narrowly defined collection of tournaments in a few traditional sports is now a multi-faceted program that cuts across the entire spectrum of physical activity. Competitive leagues, while important in the overall scheme, do not dominate the schedule of events as they once did. Strategically placed throughout the year are at least four other programming options that allow the intramural supervisor to reach a broader range of students than was possible under the round robin/single elimination format. These options, which include self-paced programs, challenge activities, social events, and club sports represent a standard of intramural programming which cannot be ignored if the intramural director is committed to providing the student with the highest quality of service possible.

Whether you have been involved in administering intramural and club sports for many years or have been recently asked to develop a program, you will find that a ready source of ideas from experienced professionals is one of the keys to successful programming. The *Intramural Handbook*, a special project of the National Intramural Sports Council, is just that—a ready source of information that will assist you in developing the first time program or improving the long standing one so that it meets today's standards. A composite of ideas from professionals across the country, the *Intramural Handbook* contains activities and administrative procedures that can be adapted to your particular situation to insure a successful program.

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Intramurals: An Avenue for Developing Leisure Values

Edgar W. Shields

Intramurals have traditionally been defined as those activities conducted within a particular institution and in which all participants are members of that institution. Leisure essentially refers to "free time," time when one does not have to perform tasks normally associated with making a living or, in the case of a student, getting an education. Although intramurals and leisure are not free of debate and are certainly subject to differences of opinion, the above definitions would be considered basic.

Value, on the other hand, is certainly a more difficult term with which to deal. Practically all educators at one time or another have grappled with the term "value" as well as all the issues inherent in the notion of value education. Regardless of the different meanings attached to the word and the many kinds of values, basically something is valued because it has either intrinsic or extrinsic worth. Values are also relative with respect to strength. If an individual strongly values something, it is high on a priority list of things or activities to acquire or to be engaged. Values are difficult to measure in that they are intangible entities governing human behavior and they may be consciously conceived or unconsciously held. For the most part, values must be inferred from a person's behavior.

Intramurals, although the basic concept may be applicable to and found within many different types of institutions and settings, have traditionally been a part of the total offerings of educational institutions. Statements of purpose or a listing of objectives for most educational institutions make some reference to value development and/or value clarification, and all educators are concerned with value development specific to their discipline or profession.

Most intramural directors are more than administrators of a recreational program. They are educators and are concerned with attaining educational goals which include value development. It follows that intramural directors should be

concerned with the contributions intramurals could make with respect to value development.

In that recreation is a primary reason one participates in intramural activities and that such participation occurs during the individual's leisure time, a logical hypothesis may be that through participation in intramural activities one could develop values pertaining to the constructive use of leisure time. An intramural director who accepts this hypothesis certainly would be concerned with the conditions that must exist which would enhance the development of leisure values.

A definite prerequisite to any program which hopes to facilitate value development is a *commitment to value development* as an objective of the program. Many authors, Carlson, Deppe, and MacLean[1], Hyatt[2], Kleindienst and Weston[3], Kraus[4], Meyer and Brightbill[5], and Mueller[6], have examined and discussed the purpose, objectives, and values of intramurals and/or recreation in general. Value development, most frequently explicitly but also implicitly stated, was included by all as a purpose or objective of intramurals and/or recreation.

The commitment is there; value development is an objective of intramurals. Since the commitment has been established, perhaps intramural directors should address the question of what criteria must be met in order for value development to take place through intramural participation.

Raths, Harmin, and Simon[7] have identified seven criteria which must be satisfied in order for something to be called a value. These are: (1) choosing freely, (2) choosing from among alternatives, (3) choosing after thoughtful consideration of the consequences of each alternative, (4) prizing and cherishing, (5) affirming, (6) acting upon choices, and (7) repeating. They also summarize the seven criteria by saying that values are based upon three processes: choosing, which includes the first three of the seven criteria; prizing, which includes the fourth and fifth criteria; and action, which includes the last two of the seven criteria. Raths, et. al. suggest that these processes collectively define valuing.

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Choosing Freely

Surely if something is to be a stable force under all circumstances in determining behavior for an individual, it must be the result of free choice. Coercion can produce certain types of behavior; however, remove the coercion and more than likely the behavior will change. Values must be the result of choosing freely.

How does this apply to intramurals? Certainly intramural activities are activities in which people engage voluntarily, and no intramural director would support the use of coercion in order to increase participation in intramural activities. However, at times, coercion may creep in unnoticed. For example, coercion may exist at the hall or unit level undetected by the administrator of the program. Unit or hall intramural managers may engage in a little "arm-twisting" in order to persuade an individual to participate in a given intramural activity. The pursuit of points toward an overall academic year intramural champion could serve as a stimulus which produces coercion at the hall or unit level. For most, however, the criterion of choosing freely is satisfied. The student chooses freely and voluntarily participates in intramural activity.

Choosing From Among Alternatives

The second criterion implies that a choice is possible. Especially from experiences as a student, everyone is familiar with requirements and obviously alternatives may not exist with respect to certain school, college, or university requirements. There seems to be no real problem here with respect to intramurals, in that *intramural activities are leisure activities* and the student basically has two types of choices. First of all, there are numerous other things, external to the intramural program, that any student might do in his/her leisure. On any school or college campus and in any school or college town, alternatives are available and intramurals are, contrary to what many of us would like to think, not necessary for our existence. The point is, there is a choice.

Secondly, within any intramural program having a wide variety of activities and attempting to meet the needs of a diverse student population, many alternatives are available, not only with respect to activities, but types and levels of competition within the intramural program. If from among many alternatives a student chooses to participate in intramurals, he/she then has many other alternatives from which to choose, assuming it is a diverse program of broad scope.

Choosing After Thoughtful Consideration

The third criterion, choosing after thoughtful consideration of the consequences of each alternative, seems somewhat difficult to comprehend. Values emerge only from an understanding and thoughtful weighing of the possible consequences of alternatives. Impulsive and/or thoughtless choices are *not* conducive to value formation. How might intramurals meet this requirement? It is possible to assist the student in thoughtfully considering intramurals as an alternative? Can we assist the student in choosing from among our many activities?

By and through proper and ample publication of what the intramural program at the institution has to offer, specifically and generally, the student is supplied with the information needed to thoughtfully consider or to choose activities which will meet his/her needs. If the student is unaware of the opportunities for need fulfillment in intramurals, chances are good that he/she will *not* seriously consider it. Only if he/she is cognizant of the opportunities in intramurals can he/she thoughtfully weigh intramural activities against other activities. A well organized and conducted publicity program is essential to meet this criterion.

Prizing and Cherishing

The fourth criterion is prizing and cherishing. Obviously something highly valued is prized and cherished. It makes us happy and we hold it dear. We are glad we chose that alternative. Values flow freely from choices we are glad that we made. Intramurals can be a positive experience which is capable of standing by itself, and a high quality experience is something remembered by all. A properly administered, well organized and

conducted intramural program, sensitive to the needs of the people it serves, is required to produce quality experiences.

Affirming

When asked about intramural experiences, will an intramural participant enthusiastically support the program and speak positively of participation? If he/she does, the choice is affirmed. The participant is proud of that choice, sees it as being worthwhile, and is willing to publicly affirm that choice. If the individual does this, the criterion for number five has been met. As with criterion number 4, a high, quality experience which has met a human need or needs will be remembered, prized, and cherished by all and there will be no hesitation in affirming the choice of intramural activities.

Acting Upon Choices

When we possess a true value, it affects our lives. A value gives direction to actual living. An individual who talks about something but never does anything about it is dealing with something other than a value. Do students at your institution budget their time and energy for intramural participation? If so, they possess a positive value with respect to your program and their participation in it. Are there values reflected in their behavior? If the first five criteria are met, criterion number six is almost certain to be met when the student, faced with comparable choices of which one is intramurals, chooses what he/she hopefully values highly—the recreation benefits of intramurals.

Repeating

The final criterion, repeating, is perhaps the ultimate in prima faca evidence of a value. When something has become a true value, it is likely to reappear or recur repeatedly in the form of certain behaviors in the life of an individual. Values are persistent. Do students, once having tried intramural activity, return for more? Do they become regular participants in one or more parts of your program? If the answer is yes, value formation has taken place. Virtually no one would contest the notion that intramural experiences are highly valued and a true part of an individual's value system, if after having chosen freely from among alternatives and having thoughtful consideration of the consequences of each alternative, choose intramurals as their leisure activity. The participants will prize and cherish that choice enough to publicly affirm their choice, and when faced with similar choices repeatedly choose intramural participation.

These criteria will not "automatically" be met in an intramural program. If one of our purposes or goals of intramural participation is the development of values relative to the constructive use of leisure time, then plans must be laid such that the opportunities for such value development is maximized. If leisure time is going to be an increasingly dominant phase of life, as we are frequently told, the need for value development in the area of recreation becomes more vital each day.

Education may be a formal or informal process. Formal education is basically planned education. Informal education may take place unconsciously and often spontaneously. Direct learning experiences are possible in intramurals, in that a participant may learn a new skill in some sports activity. At the same time what might be labeled as indirect benefits may be realized, benefits in areas such as social development, relief from tensions and anxieties, and the development of an attitude of sportsmanship. The participant may incidentally discover that physical fitness improved and that he/she simply feels better as a result of participation. As directors of intramurals and campus recreation programs, we must attempt to deal with opportunities for direct, incidental, and indirect learnings and benefits. We must plan the experiences, control the environment, and provide the kind of leadership which will provide opportunities for positive learning and value development with respect to the constructive use of leisure time. If we do this we will not only achieve the goals and purposes of intramurals, but of education as well.

There are some basic principles which would certainly assist us in realizing our purpose of developing sound and constructive leisure values based upon the previous discussion of Rath's, et. al. seven criteria. First, there must be no coercion to participate in intramural activities. It must be completely voluntary. Second, a proper perspective of winning and losing must be maintained. Ideally, the environment should be one in which the values of participation are foremost. Third, a wide variety of activities must be available to appeal to a wide range of interests and needs. The ultimate aim would be to provide something for all and this is certainly an ideal for us to move toward. Practically speaking, we may never quite reach that goal. However, we must base the program on human needs as much as possible. Fourth, in addition to a variety of activities, various levels of competition should be provided to meet the needs of relatively high-skilled, moderately-skilled, and low-skilled individuals. A completely low key approach to an activity in which winning or excellence in performance is deemphasized may destroy the recreational properties of certain individuals, yet, as mentioned previously, winning must be kept in proper perspective.

If these principles are followed, value development in intramurals will become a more "formal" process, and intramurals may function as a form of recreation education. Will intramurals inculcate in individuals leisure values which will positively influence their future lives and enable them to become the best persons they are capable of becoming? This question must be answered using longitudinal methods; however, we might speculate that the welfare of the coming generation may depend upon the youth of today developing worthy leisure values. Let's not assume that value formation is an "assured" result of participation. In the quest for "something for all" and increased participation, let's not sacrifice quality for quantity—let's plan for both!

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Achieving Educational Goals Through Intramurals

Phil Carlton and Rob Stinson

Intramurals were once regarded as the poor cousin in the physical education program. While classroom instruction and interscholastics absorbed teachers' time and energy, intramurals were either ignored or expected to take care of themselves. Further, it was held that while classroom instruction and interscholastics were inherently learning experiences with educational values, intramurals were simply games to keep students busy and let them blow off steam.

Intramurals are now recognized as integral to a balanced physical education program. The Calgary Curriculum Action Project, initiated in 1976 by the Calgary Board of Education, recognized the importance of intramurals to the well-balanced physical education program in developing their intramural program model.[1] To facilitate achieving the six objectives in the model it was necessary to determine both the dimensions of the intramural program and the educational values associated with each dimension.

Recognizing that there are a variety of different needs in each school population, The Calgary intramural books recommend that all intramural programs include four dimensions of activity: (1) leagues and tournaments, (2) clubs, (3) special days, (4) self-directed activities.[2] There is a growing awareness that to meet all the students' needs physical educators should work toward including these four dimensions in *all* intramural programs. Intramuralists have come to realize that at any particular point, a student may not wish to be involved in a competitive team situation and should be able to participate in intramurals through one of the other dimensions.

Phil Carlton is a physical education specialist with the Calgary Board of Education. Rob Stinson is the campus recreation manager at the University of Calgary. Both live in Calgary, Alberta Canada.

Leagues and Tournaments

Leagues and tournaments represent the most traditional dimension in an intramural program. However, intramural coordinators today are using new approaches in structuring these activities so that more students can be involved successfully. They have come to realize that it is not always necessary to play a particular game on the "official" court, which may often limit number of games and participants. Intramuralists are using their creative juices and the expertise of others to adapt and modify games to meet the needs of particular students' school facilities. They are also offering more coeducational leagues which further de-emphasize physical, highly competitive play, while encouraging positive social skills development. The traditional games of soccer, volleyball, and basketball have been replaced by six-a-side soccer, beachball volleyball, pillopollo, bucketball, and bladder ball—all designed with a single intramural thought, "the most possible for the greatest number."

Special Days

Intramuralists have increased the number of special days held throughout the school year. The traditional spring Sports Day is now just one of many. Special days have been related to class programs or units of instruction, such as a "Skipping Day" at an elementary level or "Basketball-Golf" at a secondary level. Using a theme approach, elementary teachers have integrated other subject areas with physical education to comprise a short unit of study. Halloween theme-related activities might include language arts (poems and stories), fine arts (special play), art (publicity drawings), and physical education (novel recreation events).[3] Each special day should incorporate many of the following objectives.[4]

- Developing an awareness of outdoor recreational "fun"—activities that can be done in various types of weather.
- Providing opportunities for pupils to cooperate in groups.
- Developing positive attitudes toward participation.
- Encouraging group activities which demonstrate the importance of cooperation to achieve common objectives.
- Helping students understand the importance of respecting the worth and dignity of individuals.
- Learning to respect and get along with team members.
- Developing a cooperative attitude toward other team members.
- Developing an appreciation of good team competition and sportsmanship.
- Developing and using special pupil interests and abilities.
- Developing appreciations and interests which will lead to wise and enjoyable use of leisure time.
- Developing positive attitudes toward our teachers, the school, and other students.
- Providing an opportunity for pupils to enjoy different sporting events, and in doing so, to feel good about themselves.
- Extending and developing physical abilities outside of the regular physical education program.
- Developing feeling of moral responsibility to a team effort.
- Providing an opportunity for students to make some decisions concerning self-discipline.
- Developing reasoning abilities through competitive events.
- Providing an opportunity for the students to see themselves and their teachers in a less formal setting, and in doing so, to appreciate themselves, their teachers, and their school.

- Developing an understanding of the obligations and responsibilities of citizenship in general, and sportsmanship in particular.
- Developing pride in work and feeling of self-worth in activities that are more outgoing in nature than the academics.

Clubs

Physical educators have come to see intramural clubs as another way to extend their class program and meet the specific needs of students. Two examples which illustrate this point follow.

> Badminton—Many schools do not have the facilities to allow a physical education teacher to properly conduct a full scale badminton unit. It may be introduced through a few lessons to create awareness. A badminton club could accommodate the needs of interested students.
>
> Dance—Unfortunately this area does not always receive the time allotment in class programs that it rightfully deserves. Educators who recognize the importance of dance in the balanced program may offer an extension in the form of intramurals clubs: folk dance, jazz dance, or modern dance.

Intramural Clubs also provide an avenue for teachers with expertise that can provide instruction and create awareness of other physical activities, many of them lifetime skills. The involvement of other staff broadens the scope of the program, perhaps through a jogging club, tennis club, swim club, or outdoor pursuits.

Self-directed Activities

By incorporating self-directed activities into intramural programs opportunities can be provided for students to be self-motivated toward physical activity. At the elementary level it may be simply encouraging students to sign out equipment at recess or take part in a school wide walk-run program. In the upper grades the emphasis may be to encourage students to use free time in the weight-room, or gym, or to use a jogging track or to borrow equipment, such as racquets, on weekends.

A comprehensive intramural program that includes these four dimensions serves to enhance and facilitate the educational goals of the school by (1) encouraging positive attitudes toward physical recreational participation, (2) creating school spirit and enthusiasm, (3) bringing students, teachers, and administrators closer together, (4) teaching leadership skills, and (5) encouraging sportsmanship and social skill development. As W. R. Barber states,

> One of the most prevalent myths that has been hindering us for years is that *learning* is the result of *teaching*. Murray Smith put it another way. He said that in our highly developed society, there are not many opportunities for children - to get the kinds of *experience* they need if they are to become competent, confident adults.[5]

This kind of experiential growth can take place by transferring a high degree of ownership of the intramural program to the students. The best programs belong to the students.

Dave Garvey, intramural coordinator at Milton Williams Junior High, Calgary, tries to provide such opportunities for the students at his school:

> I really enjoy the program, and my colleagues help me out by supervising or organizing a special activity. But for the most part, we try to let the students run the program as much as

WHY IS THE INTRAMURAL PROGRAM IMPORTANT?

As an integral part of a balanced physical education program.

An Intramural Program

utilizes

Carefully Selected Activities

to help produce

The Physically Educated Individual

who possesses

PHYSICAL SKILLS	PHYSICAL FITNESS	KNOWLEDGE AND UNDER-STANDING	SOCIAL SKILLS	ATTITUDES AND APPRECI-ATIONS
which enable participation in a wide variety of activities.	and soundly functioning body systems for an active life in his/her environment	of physical and social skills, physical fitness, and the relationship of exercise to personal well-being	which promote acceptable standards of behavior and positive relationships with others	which will encourage participation in and enjoyment of physical activity, physical fitness, quality performance, a positive self-concept and respect for others

we possibly can. We feel the best programs belong to the students. Most of the tasks in running the program are done by the students. They do things like drawing charts and making posters, organizing schedules, checking out equipment, officiating . . .[6]

Often a comprehensive, well-organized intramural program run by students affects the overall attitude in the school. There is less vandalism, less loitering, better rapport between staff and students, and positive relationships between the home and the school are enhanced.[7] This rapport is reflected in students' eagerness to participate in all aspects of the school's educational program.

The following comment from principal Knott at Milton Williams Junior High, Calgary, reflects the benefits of such programs.

I'd like to comment on the growth of our intramural program here at the school. The concept was first introduced about four years ago to our students and to our staff. It was generally agreed that the strong intramural program would be very beneficial to our school program, both in terms of participation, student and staff participation; and in terms of building a strong positive school climate. Since then, the growth has gone far beyond my expectation.[8]

The objectives of the intramural program should extend beyond the simple games concept. A comprehensive intramural program can satisfy a broad variety of student recreation needs, create leaders and develop social skills, and provide for positive student/staff/administration interaction outside the classroom. Such an intramural program can help provide a foundation conducive to achieving both the specific curriculum objectives and the broad educational goals of the school.

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[7]Personal Notes. Interview with Stan and Helen Neufeld, Montrose Junior High School regarding impact of intramural program on noon-hour and after-school behavioral patterns of students.

[8]*Something for everyone.*

NOTE. Copies of *Intramurals in the elementary school* (68 pp.), and *Junior High Intramurals* (89 pp.), are available at $6.25 each plus $1.50 each for mailing. Write: Canadian Intramural Recreation Association, 333 River Road, Vanier, City, Ontario, Canada, K1L 8B9.

Extension of the Elementary Physical Education Class Through An Intramural Program

Betty Kidd and Mark Pankau

Those professionals who advocate an intramural program as a complement to regular physical education programs are also aware of the parallel opportunities available for the growth and development of both programs through a cooperative approach. You can stretch your physical education class time by incorporating or expanding on some of the ideas listed in this article for the benefit of the child's educational experiences with both the physical and mental waves.

Betty Kidd is a physical education instructor at the Southwood Elementary School, Raytown, MO 64133. Mark Pankau is director of intramural sports at the Katherine Carpenter Elementary School, Shawnee Mission Public Schools, Shawnee Mission, KS 66201.

Let's first examine the normal physical education class period. At the elementary level, a class might last 35 minutes and meet twice weekly. In any particular unit of instruction, practice time must be allowed, but the unit may often last longer than the instructor had originally planned, if every student is to make significant gains at both physical and mental levels.

The instructor has many sound units to include throughout the course of the school year, in order that children have the broadest, most complete physical education possible. Under the usual plan, very few units are ever completed to the instructor's satisfaction. What happens is that the children will either gain a few ideas about a very large number of units or gain a great many ideas in only a few units. Is the instructor locked into one of these two choices?

Now consider the degree of learning that might take place should the instructor use the whole-part-whole method in teaching. With this approach, the "whole-part" section often works successfully, but what about the second "whole" section? Even if only a minimal time is spent on group or individual fitness lev-

els, exercises, station work, running and testing, and if the lesson begins upon the class entering the room, we often find there is simply not enough time per session to make the lesson educational, as well as, enjoyable, each and every time.

If the use of stations is incorporated—where small groups practice the various parts of the entire lesson using a rotational pattern with a prescribed number of minutes per station—then the program begins to resemble what a real physical education class should look like. This both adds organization and control and ensures interest at a high level. As a result, more time can be spent on the actual "learning" of game skills.

Assuming all of the above already exists, let's examine the time remaining for playing of the game and exercising the newly learned skills. Even with the use of stations, little actual play time is remaining—the final "whole" is missing.

In physical education, in most cases, we require our students to remember what they learned the last lesson, which may have been two or three days before. This is unlike most of the classroom academic subjects, which are usually covered on a daily basis.

If an intramural program exists, however, then play time is guaranteed. There is no need to short change the actual learning of a particular skill by the necessity and provide time for letting the children "play" in class. With an intramural program added to the physical education class time, the possibility increases that learning may also increase, not to mention the retention factor.

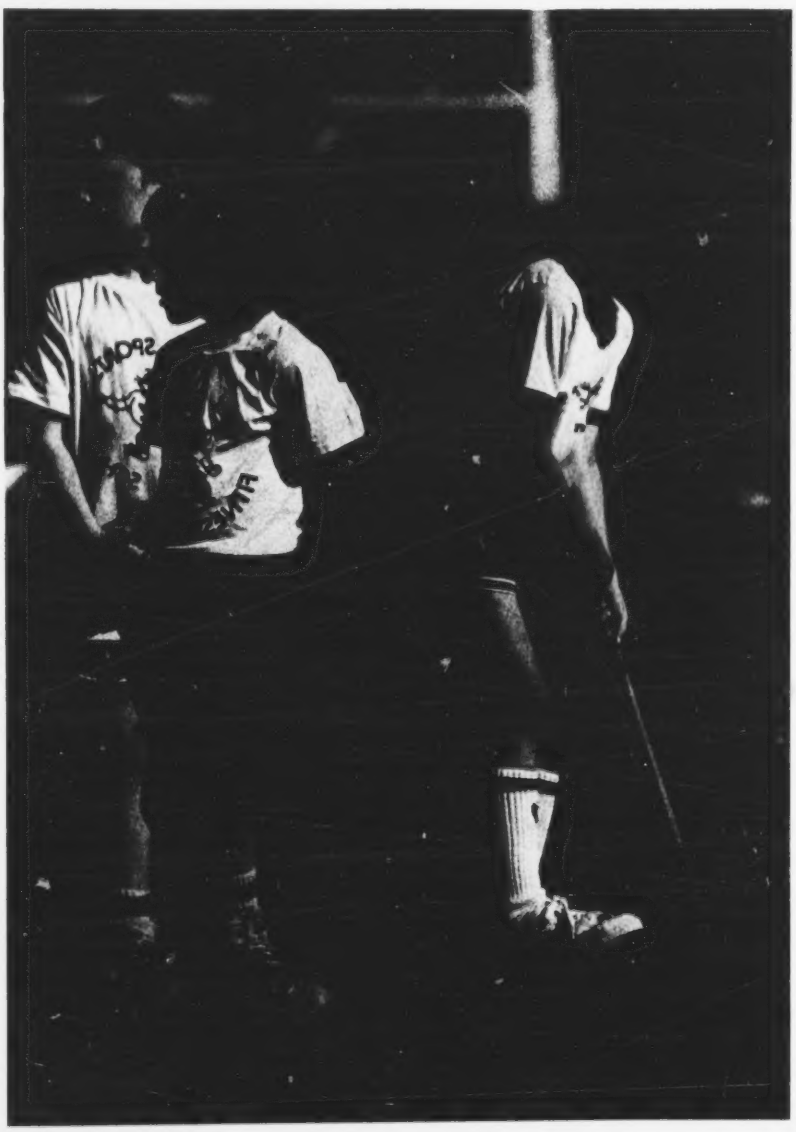
The experience at Southwood Elementary School in Raytown, Missouri, has led us to believe that such an approach is successful. In addition to the pluses already mentioned regarding the classroom setting, Southwood students also have the opportunity to play with boys and girls who are not in their regular physical education class. This allows for broader interaction among students and a chance to adapt their skills and strategies to a greater variety of teammates and situations.

At Southwood, intramurals are scheduled both before and after school. For example, volleyball is held after school for 45 minutes on three afternoons per week, with students choosing to attend one or all three sessions. Those students who have another extracurricular activity they might want to participate in can arrange their schedules accordingly, and little or no pressure is placed on the child to choose one activity over the other.

At Carpenter Elementary School, the same philosophy exists, with variations in implementation. There is a morning program with grades 4 through 6 combining to play a designated activity—one morning for the boys and one for the girls. In addition, an after-school program reserves one evening for the 4th grade, one evening for the 5th, and one evening for the 6th, for both boys and girls. The morning program focuses on various team sports, while after-school is an individual and dual activity structure. Actual time ranges from 30 minutes to one hour.

Both schools like to use one-day-type activities, such as an "Almost Anything Goes" or a "Super Stars" event. Activities that are popular are Frisbee, golf lead up, horseshoes, badminton, volleyball—many of the activities that make up the regular physical education class.

In order to participate, the student must bring a slip signed by one or both parents



giving permission to come early or stay late to participate in the intramural program. At Southwood, a printed listing with all of the activities accompanies the permission slip, and the student checks those activities he or she wishes to participate in. At Carpenter, a permission slip is used, but the students do not have to complete such an activity list.

Neither Southwood nor Carpenter believes there is a substantial benefit in the use of referees or officials specifically designated in that capacity, at this age. The instructors prefer to emphasize the reasons for play and to teach the benefits of fair play, honesty, and good sportsmanship.

Both programs resist awards of extrinsic nature. The reasons for this is, again, the desire to return play to a natural state. The instructors focus on joy of the intrinsic rewards—playing for the sake of play and enjoying everyone, whether teammate or opponent.

Intramurals, when used as an extension of the regular physical education class, give the student the opportunity to participate in a controlled and low-key competitive situation. Through participation in such activities, we hopefully give every child the chance to be a winner and steer them in the direction of enjoying a lifetime of beneficial physical activity. Any activity used in physical education can be further developed in the intramural program; if it is not, then we feel too many of our students are missing out on a lot of fun.

Possibilities and Potentials—High School Intramurals

Thomas Jandris

It's a place sport needs to get back to. It's a place a few lucky kids have found.

So ended a recent feature article by Gary Reinmuth, sports writer for the *Chicago Tribune*. His article focused on the growing high school intramural program at North High School in Downers Grove, Illinois. Not only was Reinmuth's conclusion impressive, but his opening paragraphs demonstrated remarkable insight into the value of intramural participation. They are worth quoting here:

> Hidden behind the vast wasteland of Chicago sports—underneath the obnoxious fans and the greedy players and the silly owners and the tennis mothers and the Little League fathers and the winning-is-the-only-thing mentality, lies an oasis of sanity, a breath of fresh air called intramurals.
>
> It's a place where fun counts more than the score. Where participation is paramount to competition.[1]

Thomas Jandris is the principal at Springfield High School, 101 S. Lewis St., Springfield, IL 62704.

High school boards of education, superintendents, and principals across the country say emphatically, "Sure we're committed to the philosophy of intramural programming in our schools. We just can't afford to fund it." The time has come for those of us who deeply understand the possibilities and potentials in high school intramural programming to teach our well-meaning colleagues the fact of the matter—"We can't afford not to!"

For the past five years (1974-1978) the Annual Gallup Poll of the Public's Attitudes Toward the Public Schools has recorded a consistent erosion in public confidence in the public schools.[2] It must be the concern of every administrator to stem and then reverse this tide of negative public sentiment. A great deal has been written about the importance of substantive public relations programs in school districts. However, in general, most such "how to" guides have a tendency to overlook what is possibly the most valuable public relations resource available to every school.

In the last five years, secondary education has been enjoying a mild resurgence in school spirit and interest in cocurricular activities. Building on this new enthusiasm can boost a school's public image more than any Madison Avenue, media-oriented promotion. Happy students are the best salespeople a school has.

Most administrators, given the opportunity, would publicly tout the quality of their school's academic program. For the most part, we are all already back to the basics and our test scores are even on the rise. So then, why the continuing slump in confidence? At least in part, the answer can be found by asking the question, "What are kids saying about school?"

When was the last time a student went home and gleefully shouted, "Gee everybody, you should see what a neat thing I learned about the periodic table of the elements today!" or, "Boy, I really feel good about finally mastering the conditional tense!"

Kids love school because of the quality, affective experiences they have there. The comprehensive intramural program, at the secondary school level, has tremendous potential for providing quality affective experiences for students of wide ranging interests and abilities, as well as providing a whole series of concomitant academic benefits. In general, two categories of such benefits may accrue, student-centered and school-centered.

The student-centered benefits are relatively familiar to most of us: physical fitness, social growth, emotional stability, intellectual well-being, coping with success and failure, leisure education, and building group spirit. However, there are several important school-centered benefits that are not widely known:

1. Reductions in high levels of student employment. At one affluent, suburban high school in the Chicago area, 62% of the student body works, 92% of the senior class works, and 52% of the student body works more than twenty hours per week.
2. A growing commitment by students to the school and school-related activities. In schools with comprehensive intramural programs, measurable and significant decreases in vandalism have been reported.
3. Involvement by parents and other adults in school-related programs. Intramural sponsorship of events, open to the entire community, such as fun runs and winter carnivals, help to bring the schools and the public together in an enjoyable environment.
4. Increased visibility in the community for the school. Not only do students enthusiastically talk about their intramural experiences, but intramural media publicity oftentimes has even broader appeal than does the interscholastic athletic program or other exclusive programs.
5. The provision of healthful alternatives for the use of leisure time. Some of the best high school intramural programs offer activities starting as early as 6:30 a.m. and as late as 10:00 p.m. Weekend use of facilities and scheduling of programs is also common to those fine programs.
6. The opportunity for all students to participate and grow in skill, no matter what their interests. One suburban Chicago school, with a growing program, recently reported that nearly 2,000 of the 3,000 member student body participated during the course of the school year and that there was a cumulative total of 4,800 participations in that same year.

The story of schools is the story of students and their accomplishments. Students' enthusiasm, as a result of a successful intramural program, can boost a school's public image more than any Madison Avenue, media-oriented promotion. Happy students are the best salespeople a school has. Considering the possibilities and potentials of high school intramural programming, schools can't afford to neglect intramurals.

Recently, Owen B. Kiernan, executive director of the National Association of Secondary School Principals, commented: "More and more students reveal that a student's participation in cocurricular activities is one of the most important facets of a secondary school education." In support of that notion is a pair of studies conducted by the American Testing Service and the College Entrance Examining Board. The former completed a study comparing four factors thought to be possible predictors of student success: achievement in cocurricular activities, high grades in high school, high grades in college, high scores on the ACT. It was found that the only factor which could be validly used to predict success in later life was achievement in cocurricular activities. The latter study examined the accuracy of the SAT in predicting how successful a person might be at a chosen career upon graduation from college. The results showed that there was virtually no correlation between scores on the SAT and success in later life. The study did find, however, that those students who had many hobbies and interests, or were active in cocurricular activities, were most likely to be successful.

Administrators and boards of education cannot afford to neglect the possibilities and potential inherent in a quality comprehensive intramural program. The benefits to the student, the school, and the district are too great. The public relations advantages are too significant. Most importantly, if we do not encourage students' aspirations, if we do not invest our time, our enthusiasm, and our resources in them, we may find that our students, like the soft drink bottle, will be labeled: "No Deposit—No Return."

[1]Reinmuth, Gary, "Intramurals: Oasis of Sanity in Sports Desert," *Suburban Trib: Chicago Tribune*, Feb. 22, 1979, p. 36.
[2]Gallup, George H., *The Tenth Annual Gallup Poll of the Public's Attitudes Toward the Public Schools*, (Phi Delta Kappa, Inc., Bloomington, IN), 1978.

Intramurals, Above and Beyond . . .

Michael Tenoschok

Intramural can literally be translated "within the walls," referring to the fact that intramural activities occur within the walls of an institution, restricting participation to those who inhabit it. This may seem quite confining, but a closer examination reveals that it offers alternatives and achieves ends that could never have been realized through interscholastic competition.

The potential of intramurals becomes immediately evident upon inspecting a few of its purposes.

- It supplements the curricular activities of the physical education program, acting as a laboratory where students may obtain additional practice time for activities learned in class.
- It serves as a time for further instruction and/or the introduction of unique activities.
- It offers the opportunity for specialization in activities of interest to the student.
- It presents a setting for low key competition or game play.
- It attempts to offer "something for everyone" by introducing supplementary activities not practiced in the curricular program.

Intramurals, unlike interscholastic sports which serve only the highly talented, provide for the needs, wants and interests of all students. These programs:

- Provide equal opportunities for both girls and boys in either separate or coed activities
- Promote a healthy spirit of competition, develop sportsmanship and teamwork, and emphasize fun rather than just winning
- Equalize teams according to age, grade or ability, thereby allowing for unequal rates of development in the participants
- Provide opportunities to learn rules and attain sports appreciation
- Stress the individual, offering as much praise and glory for less skilled athletes as for the gifted
- Allow each student the chance to be a team captain, leader, and winner, as the activities are changed every two weeks to appeal to as wide an interest group as possible
- Give all an equal opportunity to play, thereby creating self-confidence, satisfaction, and a feeling of self-worth

Although intramurals often parallel curricular course offerings and serve as an extension of them, they can be much more than that. Intramurals can go *above and beyond* the role of a curricular mirror image, and become integrated into almost every phase of the school program.

Make an effort to combat conventional time barriers, and make intramurals a part of the student's total day. For example, organize a jogging or bike club so that the student needn't remain after school to become a participant. He may simply have his parents write a note verifying the distances that he ran or rode while at home. The physical education teacher then records this distance on the school's Jogging Club Chart, giving the student credit for his participation. By plotting the distance of the entire jogging student body, the club could take imaginary trips across the country or around the world thereby incorporating geography, history, and social studies into physical education.

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Physical education contests offer another means of involving students in an intramural activity encompassing more than intramural time and more than the physical education area and staff. These contests may be done either at intramurals, at home, or in the classroom, and include an essay contest, a sports quiz, a slogan contest, a drawing contest, a coloring contest, and an invent-a-game contest. These contests are judged by a panel of teachers (art, English, physical education), the first place entry in each category winning a free day in the gym after school. This technique promotes total school involvement in an activity fostering creativity and interdisciplinary efforts.

Involving Students and Faculty

Going *above and beyond* requires techniques which encourage the involvement of others.

Kickoff Week. This is usually the first event of the intramural year. It consists of various field day type activities, appealing to all skill levels. Nonphysical education teachers help coordinate and judge the various events.

Student-Faculty Games. These games follow an intramural team sport activity. The teachers play against the top 2 teams in each grade in that particular activity. These games may be part of Intramurals Awards Day.

Fun Runs. These short road races (3.1 miles) are an excellent way to involve students and faculty, as well as brothers, sisters and parents, in a fitness activity. Those not wishing to run can administrate (at aid stations, as timers, and so on).

Parent Participation Night. This is one night a year in which students and *parents* are allowed to participate in games and activities taught in physical education and intramurals. It is a very successful public relations technique as students, parents, brothers, sisters, and teachers (from all fields) join in a fun night of games and activities. This is excellent promotion of the program and increases participation. Parents become more supportive of various activities when they understand them.

Awards Day. This event, occurring during the school day, honors students for outstanding effort and achievement in both intramurals and physical education class.

- *AAHPER Fitness Awards* (Presidential, Gold Merit, Achievement).
- *Intramural Participation.* Awarded to students for participation in any Intramural activity.
- *Referee Award.* Presented to students for officiating in intramurals.
- *Appreciation Award.* Given to visitors contributing time and effort to the intramural program.
- *Honorary Coaches' Award.* Earned by teachers participating in intramurals either as players or active observers.
- *Outstanding Participant Award. A plaque given to the homeroom with the highest percentage of attendance. An individual award is also given to the student in each grade with the most participation.*
- *Student of the Week.* Awarded to students for excellence in physical education and intramurals. Criteria include leadership, sportsmanship, and athletic excellence.
- *Ribbons and Plaques.* Given to individual and team champions respectively.
- *Weight Club.* Awarded to weight training club participants.
- *Jogging Club.* Awards given for specific distances jogged.
  Jogging Award: given for basic requirements.
  6th grade . . . . . .60 miles
  7th grade . . . . . .70 miles
  8th grade . . . . . .80 miles
  Marathon Award. .260 miles
  Hall of Fame Award . . . . . .500 miles
- *T-Shirts.*
  Road Race Shirts, given to all finishers of the race.
  Jogging Club Shirts, ordered by the individual upon completion of the basic requirement.
  Superstar Shirts, given to the first place finishers in each Superstars Contest.
  Weight Club Logo, applied to a student's shirt upon completion of basic club attendance requirements.

The above methods describe how others may become involved. The following methods serve to organize and promote the above events.

- *Intramural Handbook.* This is an outline of the intramural program complete with organizational procedures, rules, activities, awards, responsibilities, and special events.
- *Intramural Bulletin Board.* This is located in the gym area. Information posted includes: weekly schedules, team standings, event results, important announcements, Jogging Club progress.
- *Intramural Posters.* These are displayed by the intramural representatives in each homeroom, presenting basically the same information as the bulletin board.
- *Intramural Council.* One student is elected to represent each homeroom. Council meetings are held every two weeks. Members discuss activity wants, needs, progress and programming.
- *Intramural Staff.* Staff members encourage intramural participation through class announcements, memos, bulletin boards, and word of mouth.
- *Intramural Newsletter.* Written by students (under staff supervision), the letter honors students, distributes information and promotes student self-esteem.
- *Daily Announcements.* This is probably the most significant method for disseminating intramural information, as these announcements are made school-wide during the morning homeroom period. This is very influential in recruiting since students participate on homeroom teams, and announcements at this time allow

for ease of organization, provided the students are reminded of their scheduled days and activities. Results of previous activities are also announced, along with the Game of the Day, scoring leaders, and recognition of outstanding effort and/or performance. This promotes homeroom spirit as well as participation.

- *Newspaper Articles.* Local papers, given a clear explanation of the activity and good black-and-white photos, are more than willing to print short features about a program. This is an excellent public relations technique, not only to stimulate students but to arouse parents' interest in your program as well.

Total school intramural involvement can be achieved by maintaining open channels of communication, by being sensitive to the wants and needs of the participants, and by using imagination and modifications. The above-mentioned techniques can result in a program with surprisingly interesting and enjoyable activities. Taking the initiative to perceive, create and innovate in your own program will enable you to develop one that goes Above and Beyond.

Extending the Intramural Concept

Stewart A. Davidson

Approaches to intramural programming are as many and as varied as the authors who write on the subject. The benefit to be derived from participation in intramural programs is similarly a very personal thing, and differs from one participant to the next. In addition, the benefits of intramural programs, as perceived by their organizers, may have little correlation to the purpose motivating students to participate.

Nonetheless, the physical educator responsible for planning, organizing and conducting an intramural program should ensure that the program offers a variety of activities, emphasizing enjoyment, camaraderie, challenge, and of course physical activity. These are valid educational outcomes from a program conducted "within the walls" of an educational institution.

Outside the Walls

The question is, why could not these outcomes be expanded at the elementary school level by extending intramurals *outside* the walls, encompassing several schools in a geographic region? Such a program, properly implemented, would emphasize the fun element while at the same time introducing the excitement of school representation associated with varsity sports. The Elementary School Regional Fun Tournaments, described here, were designed to respond to this challenge.

We established five main objectives for these Regional Fun Tournaments:

- To provide fun for elementary school pupils without competitive pressure
- To give elementary school pupils the pleasure and excitement of school representation
- To provide leadership opportunity for senior high school students
- To develop closer liaison between high schools and their feeder schools
- To promote the intramural concept for parents.

A carefully thought-out plan was essential to achieve these objectives. A check list was therefore devised, incorporating the steps necessary to ensure that everyone affected by the program (administrators, teachers, pupils, student leaders, and parents) would be continually informed of the planning in progress and given the opportunity for involvement in that planning.

- Communicate program purpose to administrators, teachers, pupils and parents
- Determine regional schedules
- Determine program activities for each grade level
- Identify equipment needs
- Establish budget
- Prepare tournament schedule of events
- Advise schools of tournament dates
- Obtain school entries
- Determine and allocate staff and student-leader responsibilities
- Prepare student leaders for tasks
- Compose and distribute promotion material for schools and parents
- Check out staff, leaders, facilities, and equipment prior to tournament date
- Check on tournament in progress
- Compose and distribute "wrap-up" letter to staff, pupils, leaders, parents
- Conduct evaluation of program with all who were involved and with parents

Communicating Objectives

The tournaments were first introduced for grades four through seven, but subsequently we employed the same organizational plan at the primary grade levels, adjusting it to make it more appropriate for the younger age group.

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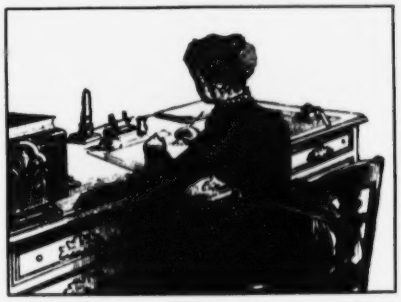
In each instance our first priority was to communicate the five objectives of the Regional Fun Tournaments, as specified above, to the principals and teachers involved—the elementary school classroom teachers and the high school physical education staff. This meant combining a philosophical presentation with an outline of the organizational pattern. As the program was to encompass 16 high schools and 96 elementary schools in four different types of tournaments, it was essential that the presentation be carefully and explicitly prepared.



Scheduling

Once the idea of the program was "sold," the next step was to set up a playing schedule. To avoid conflict with other school events, all regional schedules of competition, theatre productions, choir and band presentations, and special school events, were examined. We also determined what commitments had already been made to community organizations for use of the high school facilities.

Next, we determined what activities would be included in each of the four grade-level tournaments, consulting with class teachers of the respective grade levels, and physical education teachers in the region of the host high school and elementary feeder-schools. The activities selected ranged from basketball and volleyball games with modified rules, to skill-type relays and novelty events. Each tournament concluded with familiar folk and square dances, where teams from all the schools enjoyed an indiscriminate social mix. Necessary equipment and budget arrangements were procured on schedule.

Following a review of other regional commitments and with a decision reached on the events to be included in the tournaments, we then informed all schools in the system of the dates selected for the tournaments, and the types of activities selected for each of the four grade levels. Schools were requested to indicate their desire to participate by submitting an entry form. Each class in each grade level in a given school had to be represented by at least one team.

Administrating

Upon receipt of the school entries, we prepared a schedule of events for each host high school, and identified program responsibilities, to be allocated to the teaching staff and student leaders. Staff duties were primarily of administration and supervision; student leaders actually conducted the program as hosts, hostesses, officials, and team leaders. After allocation of duties, meetings were held in each region for discussion and revision of these assignments. Promotional literature was then distributed to all schools, and through the schools, to all participants and parents.

A week prior to each scheduled regional tournament we made a final check of all necessary facilities, equipment, supplies, staff and student leaders. On the date of the tournament the Chief Organizer visited each site to observe the program and demonstrate sincere interest in its implementation.

Following each tournament a congratulatory letter was distributed to staff leaders, participants and parents, emphasizing again the purpose of the program and extending the personal thanks and appreciation of the chief organizer for all voluntary support that made the program possible. In the evaluation procedures that followed, participants, administrators, and teachers all agreed that the educational values of the program outweighed all problems of implementation, and that it should be continued.

Anyone tempted to institute a similar program should be warned that the deciding factor in the success of interschool intramural tournaments rests mainly in the enthusiasm of the chief organizer, who must painstakingly elicit full cooperation and involvement in the program by students and colleagues.

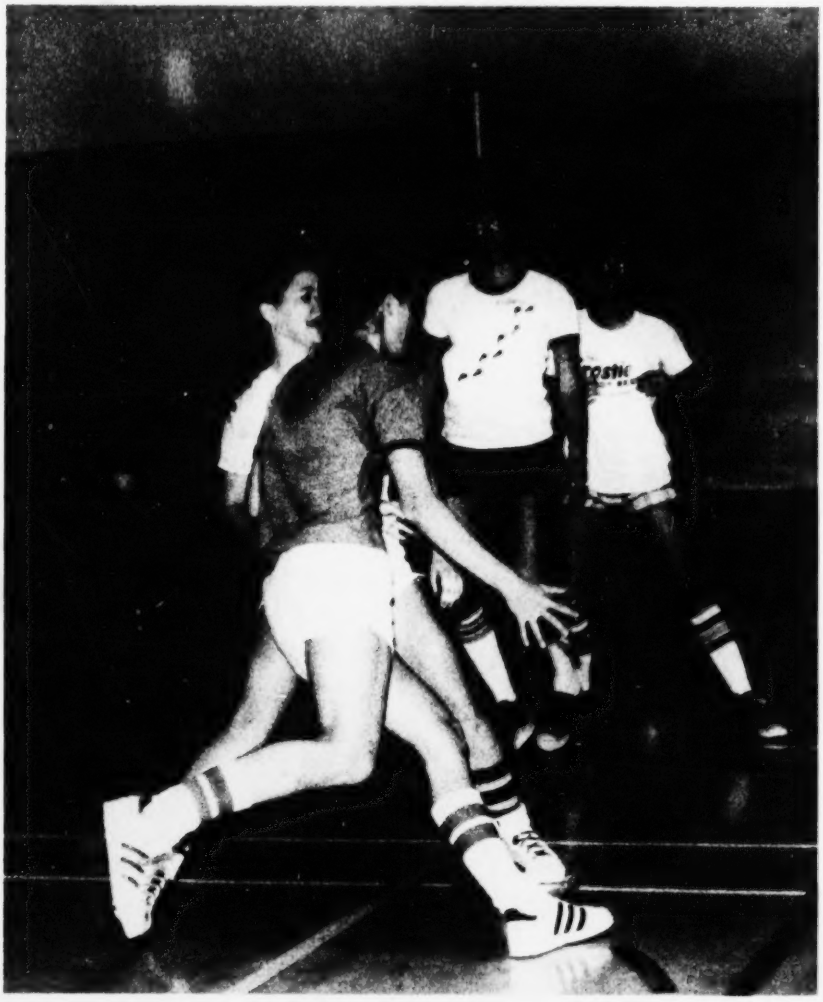
The Intramural Syndrome

Richard Tucker

An inflated economy has forced high school and college administrators to review all planned expenditures. The future will definitely include a reduction in program spending. But even with less money to spend, it is possible to expand an intramural program through imaginative use of resources.

Richard Tucker is the director of physical education at Schuyler High School, Rushville, IL 62681.

Growth in intramural activities is due, in great part, to the imagination of the director—such imagination will increase activities and participation, but not expenditures. However, many programs suffer from an Intramural Syndrome—a chronic lack of imagination on the part of the director, who evinces a continual desire to work in a utopia of unlimited expenditures. This utopia is often referred to in professional magazines, where the standard excuse for mediocre intramural programs is: "If we had their facilities and expenditures we would grow, but this is no utopia."



We are all guilty—much too often—of these excuses. Instead we should take inventories of our campuses, and allow our imaginations free rein. Forget the traditional activities and facilities, and concentrate on a review of these four specific areas: (1) the attendance center, (2) the school's parking lot, (3) the school grounds, and (4) the community resources.

What better place to begin the inventory than the hallway of your attendance center, which can host activities in bowling, shuffleboard, quoits, skittles, bocce, marble shooting, wristwrestling, and curling. All that's needed is a roll of floor tape and the competitors for the start of an intramural contest. And while you are gazing at the new-found potential of the hallways, do not overlook your closets. They can serve as safe places for games of darts. The cafeteria is an ideal area for chess, checkers, a pinewood derby, bridge, backgammon, and other table games.

A parking lot offers almost unlimited potential for sports activity. A few properly placed signs to redirect the movement of traffic, a little waterbase paint, and presto! you have a sports arena. A frog jumping contest, turtle races, auto-cross, roller skating, model aircrafting, drag racing (participants push the go-carts), human-powered races, Highland games, street hockey, paddle tennis, a frisbee contest, and a snowman or ice sculpture contest offer new avenues of sports competition and program interest.

Let's say the hill west of your parking lot is hazardous for drivers following a winter snow or after a rain storm. During these times, it can become a center for intramural activity. Close the street with the permission of the city government and you have a center for ski runs, a sledding contest, a

back-packing climb, bobsledding, and a soap box derby. With a little cooperation from the local officials and mother nature, your department will not pay a dime.

The school grounds and the sky above permit even more expansion of your program. The grass terrace in front of the school is ideal for croquet, lawn bowling, bocce and frisbee golf. Practice football fields are excellent for spring kiting, and the grass perimeter of the campus can serve as a cross country course for running and bicycle races.

During the winter, incorporate a biathlon into the program. The pattern of ski-shoot-ski-shoot remains, but marksmanship is limited to snowball throwing—halting four times at a target to throw five times for a total of 20 rounds of snowballs. Flood the low area of the campus for winter hockey, skating, and curling.

Use the sports practice areas for boomeranging, cricket, horseshoe pitching, over-the-line ball, polo (on bicycles) and team handball. These physical education teaching stations can serve as an international sports jamboree.

Use existing public and commercial facilities for tennis, golf, bowling, trapshooting, billiards, swimming, and diving. Create new experiences in the theatre with one-act plays, comedy routines and singing on the outdoor stage. City lake and camp ground facilities add opportunities for fishing, boating, cyclo-cross, log rolling and orienteering.

Pay particular attention to the creativity of the children themselves. Notice their games and improvisations. Often it is wiser to incorporate their activities into your program than devise new, untested games.

The utopia you are looking for is there—you are working in it every day! Overcome the Intramural Syndrome, and start with an inventory of your utopia. Visualize how imaginative your program will become.

Points for Intramurals

Barbara Thelen

During the 1980-81 school year intramurals made a positive start at Cherry Creek High School, Englewood, Colorado. With administrative cooperation and the efforts of a mathematics teacher who assumed the additional role of intramural director, the word *intramurals* took on a new meaning to 3300 students.

Floor hockey proved to be the spark when fourteen teams competed in a six week winter schedule. The matches became the subject of hallway and classroom conversations. Participants ranged from off season highly skilled athletes to rookie "never-before athletes." Intramural basketball ran concurrently and evoked similar enthusiasm.

Intramurals provided a refreshing experience for a school used to basking in varsity honors. Cherry Creek's impressive interscholastic record includes district and state championships in 14 of 21 sports, in which about a third of the student body participate. Additional students are involved in one or more of 40 other activities offered. However, there are still many students desiring athletic experiences not of varsity caliber.

Just such individuals stimulated the intramural idea already latent in the minds of many. In November 1979, a parent whose son had experienced bitter disappointment at not making the basketball team expressed her concern to the Cherry Creek High School Parent Senate over the lack of adequate alternatives to interscholastic competition. Her message motivated the group to hold a Parenting Seminar in February 1980, entitled "Sports Enthusiasm: Agony or Ecstasy For Youth?" The attendance was outstanding, and the discussion, enlightening.

An evaluation sheet, circulated at the seminar's conclusion, indicated the desire of parents and school personnel to pursue the subject. A sports follow-up committee convened in March and became known as POINTS (Parents Opting for Intramural Sports). This group subsequently submitted a report to the principal, which included statements supporting intramurals and a specific outline for a pilot program.

The basis of this program was simple. Its goal was to cultivate in students habits needed for healthy, active lives. The objective was to remodel current athletic programs to stimulate lifetime interest in physical activity, among as many students as possible. Thus the focus became to design programs encouraging participation by the widest range of students, faculty, and parents.

The school's principal was receptive to the concept and accepted the challenge to initiate a program by January 1981. He appointed an intramural coordinator, and, working with the athletic director, secured limited financing: $1000 from the athletic department budget and an additional $800 from other sources. The money was used to purchase equipment, pay staff members who served as officials, and provide a modest compensation for the intramural coordinator. At the end of the year,

Barbara Thelen, a member of the Parents for Intramural Sports (POINTS) Committee, is the mother of a Cherry Creek High School student.

the parent senate also donated to the program to show its continuing support.

The interscholastic coaching staff cooperated superbly, juggling schedules to free gym facilities for intramural use. Generally the program was in operation for an hour after school on days when the varsity teams traveled or did not practice, and from 7:00 to 9:30 in the evenings.

The intramural program, still relatively new, is expanding rapidly. Floor hockey (14 teams), basketball (16 teams), aerobic dancing (60 students), and softball (12 teams) have been immensely popular. The numbers of students involved in the program—800 thus far—suggest that its continuing growth and development will require the hiring of a fully compensated director of intramurals as the next step. This will take full acceptance by the district, and accomplishing this is the next challenge for the POINTS committee. The problem is compounded by there being two other high schools in the district. However, they have expressed interest in our intramural program, and organized efforts toward formulating their own programs are anticipated.

As the Cherry Creek principal has said, "I believe it imperative that the focus should now move to securing a district commitment from the board of education, the superintendent, and the district director of athletics, because without that the Cherry Creek High School program will probably become a year-to-year, person-to-person program. The program will not really be healthy until its survival can be divorced from personalities and stand on its own, as an accepted part of the district commitment to activities for all students." While these more permanent arrangements are contemplated, POINTS is pursuing such interim plans as securing the services of a senior or graduate student in the recreation field from a nearby university, willing to develop student programs as part of a work/study plan. The formation of a Cherry Creek student committee, to help organize and run activities, is also under consideration.

Negotiations are underway between the district and local government officials to provide additional recreational facilities. If plans are supported and encouraged, intramurals will be considered an equal beneficiary with varsity teams and area sport leagues.

Today's youth are confronted with many unhealthy alternatives. Positive leisure time activities are a must, for the good of the student and the school and community as well. Sports involvement is a valuable means of physical and mental health.

Every Player Wins in Recreational Sports

Lou Fabian, Marilyn Ross, and Barry Harwick

The University of Pittsburgh has traditionally featured a comprehensive intramural sports program. One of the strongest parts of the program has been intramural basketball, in which six divisions of more than 150 teams participate. In 1977, a new twist was added—recreational basketball—which differs from regular basketball in that the emphasis is on playing rather than winning the game. The game fosters cooperation rather than competition and the rules maximize exercise, speed up play, and simplify decision-making; i.e., no timeouts, free substitution, no foul shooting, call your own fouls - ball is taken out of bounds - and no keeping score.

Lou Fabian and Marilyn Ross are Co-directors of Intramurals and Recreation, Department of Health, Physical and Recreation Education, University of Pittsburgh, PA 15213. Barry Harwick is head track coach at Bently College, Waltham, MA 02254.

An interview by the Pittsburgh Post Gazette reveals why students participate in the recreational basketball program.

> No-Win team captain Muoio says, "I belong to Phi Gamma Delta. They were like a good high school team, that's the level they played at. I wasn't good enough to make the team." The no-win division, he says, gives him a chance to play. "It's nice to release tension, just to come up here and play around."
>
> Adds one of his "opponents," Ben Benack, a graduate student:
>
> "Games can sometimes be taken away from the players . . . In this game of basketball everybody knows it's just for fun. Nobody gets mad, you're not trying to beat up the other guy."

This program raised several questions about what intramurals mean to the participants. Some students enjoy participating in organized team play but lack the physical skills needed for competitive intramural sports. Others are shy players who are turned off by intense competitive play. Both types would enjoy their sport on a lower competitive level. There is a place for such students in recreational sports which provide an atmosphere of cooperation.

Background

There were several reasons for the formation of a recreational basketball program at the University of Pittsburgh. A key problem was the overcrowding of athletic facilities. The opportunities for open recreation were restricted by a "winner-stays" challenge system on the basketball court which gave lesser skilled individuals little chance to participate.

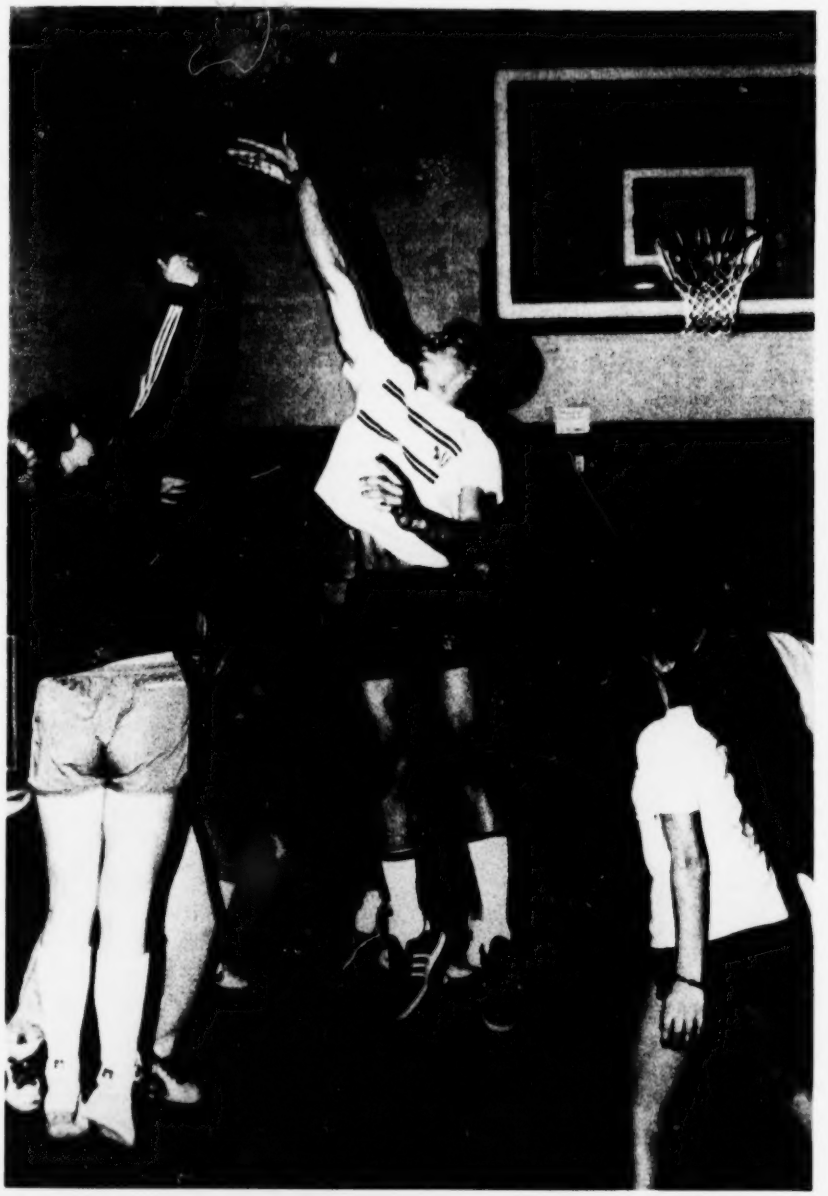
Attempts to change this system met bitter opposition from competitive players who aggressively dominated the courts. The diverse cultural and ethnic composition of some of the teams created natural and intense rivalries. Competition was a problem during open recreation time. The competitive intramural league had homogeneous divisions: fraternity, dormitory, women's and so on. This produced a "must win" attitude and caused teams to use only the best players.

A literature search preceded the formation of the recreational basketball program. It covered Sherif's investigations, during the mid 1950s, of competition and cooperation. He supports the theory that when two groups have conflicting aims, their members will become hostile toward each other and that the probability of achieving harmony is greater when groups are brought together toward a common goal.

The conceptual basis for our innovations in sport is a result of Terry Orlick's work in cooperative games for children. Orlick's research stems from the premise that

> A production syndrome has become as prevalent in children's games as in other aspects of our society. Rewards are contingent upon the defeat of others and an excessive emphasis is placed on a numerical outcome. Positive self-development through sport necessitates that our priorities change. Games of acceptance must replace games of rejection . . . The long range purpose of this exploratory work is to ensure that confident, cooperative, joyous children do not become an endangered species.

Graham's positive sum scoring condition also formed the nucleus of the recreational sports concept. Positive sum conditions provide scoring where the number of winners is greater than the number of losers.



Sport Theory

Basic behavior patterns control an individual's actions in a given environment. Several types of basic human behavior are exhibited frequently in a sport environment. Those listed in Table I are adapted from Peter Hopkins (1975).

The question now is whether or not these basic sport theories beneficially affect a player's competitive level, physical ability, enjoyment, and degree of participation. Some of these factors, particularly competitive level and enjoyment, are difficult to measure. Their evaluation is largely subjective. Improvements in physical ability and degree of participation can be evaluated more objectively although such measurements can be complicated and time consuming. Institutions may be able to observe fundamental differences in the attitudes of players in the recreational programs in comparison to those in the competitive intramural leagues without resorting to elaborate research.

Recreational Sports

Recreational sports are less competitive versions of the team sports normally offered at every institution—basketball, football and volleyball—and known to students from childhood. Recreational sports provide organized team activities for the less skilled players who were previously restricted to open recreational play (Fabian and Evans, 1976). These

sports provide a transition between open recreational play and competitive intramurals (Diagram I).

Competition within recreational sports is controlled by the rules of the game (Fabian and Ross, 1978). Key modifications which reduce competitiveness include mutual goal-scoring, self-officiating, and free substitution. At first it may appear that these rules will drastically alter a game. However players soon realize that all the traditional elements of basketball are still present. A major difference between recreational basketball and its competitive counterpart is that the importance of winning diminishes as the season goes on.

Diagram I
Characteristics of Intramurals and Recreation at the University of Pittsburgh

Each of these activities is ranked in a pyramid structure for different values.

Structure	Success	Participation	Competitiveness
OR	CI	RS	RS
RS	OR	CI	OR
CI	RS	OR	CI

Key: CI = Competitive Intramurals
RS = Recreational Sports
OR = Open Recreation

Benefits

Recreational sports provide many benefits. They attract large numbers of new participants to intramural programs and offer them a choice of competitive or less competitive team play. Recreational players get more exercise because the games are faster under the special rules. The recreational league also promotes cooperation toward a mutual goal and encourages positive social interaction. Participation is improved for all team members since ability is no longer the key factor in deciding who gets to play.

Recreational sports also create greater operating efficiency. Recreational basketball, football, and volleyball do not require referees. This allows the elimination of inept officials and provides more time for on-the-job training of the remaining officials thus elevating the quality of referees for the entire program. Recreational sports permit more participants with varying abilities to enjoy a peaceful hour of play every week. In summary, recreational sports save personnel, facility time, and money.

Competitiveness

Competitiveness will be examined from the view of intensity by the participant within each environment (CI or RS). Participants view competitive intramurals as the most intense competitive environment because of game structure, extrinsic motivation (playoffs), and do or die situations. Open recreation in most activities is win/loss oriented. Both team and individual activities elicit either success or failure, thus fostering a moderate competitive environment. Recreational sports promote the least amount of competitiveness from the participants.

In summary, recreational sports have modified game structures, increased the opportunity for success, encouraged additional participants, and offered a low competitive environment all within the context of the intramural-recreational program.

Table II supports the contention that recreational basketball is reaching a new segment of the men's intramural population. Men's competitive basketball increased steadily from 1976 to 1978. The significant drop in the number of competitive teams for 1979 may be attributed to a 10% decrease in freshmen enrollment. The period from 1977 to 1980 reveals that the number of competitive men's teams decreased while men's recreational teams increased, although the total number of men's teams remained relatively the same. An informal survey of the players indicated that many had never participated in the intramural program before the addition of recreational basketball.

The data on women from Table II tends to corroborate the data for men. Recreational basketball appears to be reaching a new segment of the women's intramural population. Since the initiation of recreational basketball in 1977, women's competitive basketball has decreased by 50%. However total women's team participation has increased since

Table I
Basic Sport Theory

1. The sport environment has the potential to either enhance or destroy the individual participant's experience. Orlick, 1975-76.[8,10]
2. The more unstructured and spontaneous the activity, the more fun it will be and the less emphasis there will be on performance and evaluation. Devereux, 1971.[1]
3. The more emphasis on winning and performance, the greater the chance of nonparticipation. McPherson, 1974,[7] Orlick, 1974.[9]
4. There is a negative correlation between fun and emphasis on winning. Orlick, 1974.[9]
5. Extrinsic rewards tend to destroy intrinsic motivation. Wankel, 1975.[13]
6. Sports environments can be constructed to meet the participants' needs, foster desirable behavior, and create a positive psychological influence. Devereux, 1971,[1] Loy, 1974,[6] McPherson, 1974.[7]
7. An individual can relearn socially acceptable roles at any stage in life. McPherson, 1974.[7]
8. Some people are not interested in highly competitive team sports. Orlick, 1974.[9]

Table II
University of Pittsburgh Intramural Basketball Participation

	1976	1977	1978	1979	1980
Men—Competitive Teams	138	144	146	130*	122
Women—Competitive Teams	12	12	10	10	6
Men—Recreation Teams	Not Offered	10	22	26	35
Women—Recreation Teams	Not Offered	3	7	5	8
TOTAL TEAMS	**150**	**169**	**185**	**171**	**171**

* The University of Pittsburgh's 1978-79 freshmen enrollment was down 10% which may explain this decrease.

1976. Once again, a decrease in women's teams from 1978 to 1980 may be a result of declining enrollment.

Conclusion

Hopkins states that competition has a pyramid effect on participation; higher levels of competition reduce the number of participants. Diagram I illustrates the contrast between the level of participation for competitive intramurals and for recreational sports. If success or self-esteem are judged on a pyramid scale, then a majority of the participants must inevitably lose. Unfortunately, these losses usually foster negative feedback. By contrast, recreational sports minimize failure by providing opportunities for successful cooperative experiences which benefit everyone's self-esteem.

We believe there should be an alternative sports program in which players can participate without pressure, and without being hindered by lack of physical ability or the drive to win. Recreational sports can provide this atmosphere because they are more structured than open recreation yet less demanding than competitive intramurals. There is the added benefit of play without hostility and aggression. Most important, our findings indicate there is a separate population of students that would only participate in intramurals within the recreational sports alternative.

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Midday Intramurals

Randall Carter

For years, Greeneville Middle School had no intramural program. When we decided to provide organized recreational activities for eighth-grade students, we encountered problems trying to obtain maximum participation. There were no funds, and facilities were not always available. It was difficult to find a convenient time for both students and faculty. We solved these problems by organizing activities during lunch.

Randall Carter is a teacher and coach at Greeneville Middle School, Greeneville, TN 37743.

We began by arranging football competition among homerooms. The tremendous student interest and enthusiasm led to the development of our intramural program which takes place entirely during the students' 35 minute lunch period.

A variety of team sports and individual activities make up our program. We schedule four team sports during the school year. The time between seasonal team sports is used to hold tournaments for individual activities, adapting all activities to fit our unique program. Events are coeducational when possible, and students represent their homeroom in all events. A bulletin board posts up-to-date standings for each event and the totals in the all-sports competition. Winners also receive recognition during the lunch-time announcements.

Our fall sport is coed wildcat foot-

ball. In the winter we schedule boys' and girls' basketball. Coed volleyball serves as our spring sport. Since we play two games at once, two faculty members officiate our contests. Non-participating students occasionally assist by making out-of-bounds calls. Between the seasonal activities we offer several individual tournaments: chess, cross-country, and spot shooting. The possibilities are unlimited.

Nine homerooms comprise our league and form the basis for our all-sports point scale. Team sports earn the most points. Since there are nine teams, the first place team is awarded 90 points. Second is awarded 80 points, with ninth place receiving 10 points. Individual sports are worth only one-tenth as much (first = 9 pts., second = 8 pts. . . . ninth = 1 pt.). In the individual competition a homeroom could earn all the points of a particular activity, by capturing all nine places. (Three by one homeroom has been our highest.) This adds importance to *all* activities. If one homeroom dominates any activity, they advance in the standings. With nine winners (18 in events that aren't coed), we have a large number of students contributing to their homeroom's total.

Wildcat football, the initial intramural event, is open to all students with no limit to the number of players on a team. Although the opposing teams are rarely equal in numbers, we have not found this to be a problem. Adapted rules make the game run safely and quickly.

WILDCAT FOOTBALL

- The offense has 4 plays to score from the 20 yd. line.
- One hand touch.
- *NO* contact (screens but no blocking—penalty is ejection).
- We use a styrofoam (nerf) football.
- No rushing the quarterback until he hands off or crosses the line of scrimmage.
- The quarterback has five seconds to make the play develop, or lose the down.
- Pass from anywhere on the field, as many times as needed.
- Incomplete pass—ball is dead at the point from which it was passed.
- The ball is hiked after the referee's whistle (this cuts down the delays due to penalties).
- One huddle per offensive series.
- The extra point is from the 5 yd. line (limits the number of tie games).

Our facilities allow for two simultaneous basketball games. We schedule two homerooms for competition, and the boys' and girls' teams play at the same time, each with two halves of five minutes running time. A 30 second half-time allows for substitutions. No time-outs are allowed. When fouls occur, the ball is awarded out-of-bounds.

Coed volleyball is played outdoors with no limit to the number of students on each team. We play one game to fifteen points, or ten minutes.

Students provide much of the leadership for running individual sports. Participants sign up in advance. Brackets are drawn according to the number of participants involved. Rules allow the activities to run quickly and safely.

Our cross-country meet takes place at the beginning of the lunch period so students can eat *after* the race. All participants run simultaneously in the 1-1¼ mile course, but the boys and girls are placed separately.

The chess tournament is single-elimination. Students play in an unused classroom while they eat their lunch. Student officials observe the games.

The spot shooting tournament lasts for one week. Students shoot ten shots per day, two each from five designated areas. At the end of the week the students are rated according to the number of shots made out of 50. Many students serve as rebounders, counters, and recorders, enabling scoring of several students at once.

Student interest has remained extremely high. Many students, eager to work, have conducted tournaments with little supervision. They learn how to set up brackets for tournaments, follow through, and make certain they run smoothly. Some students with little other sense of accomplishment can place in the top nine and feel proud that they contributed to their homeroom's point total. Lunch duty is much more enjoyable when several of the 200+ students are involved in an organized activity as a player, worker, or spectator.

Intramurals at Six

Roy McCase and Patricia Hardin

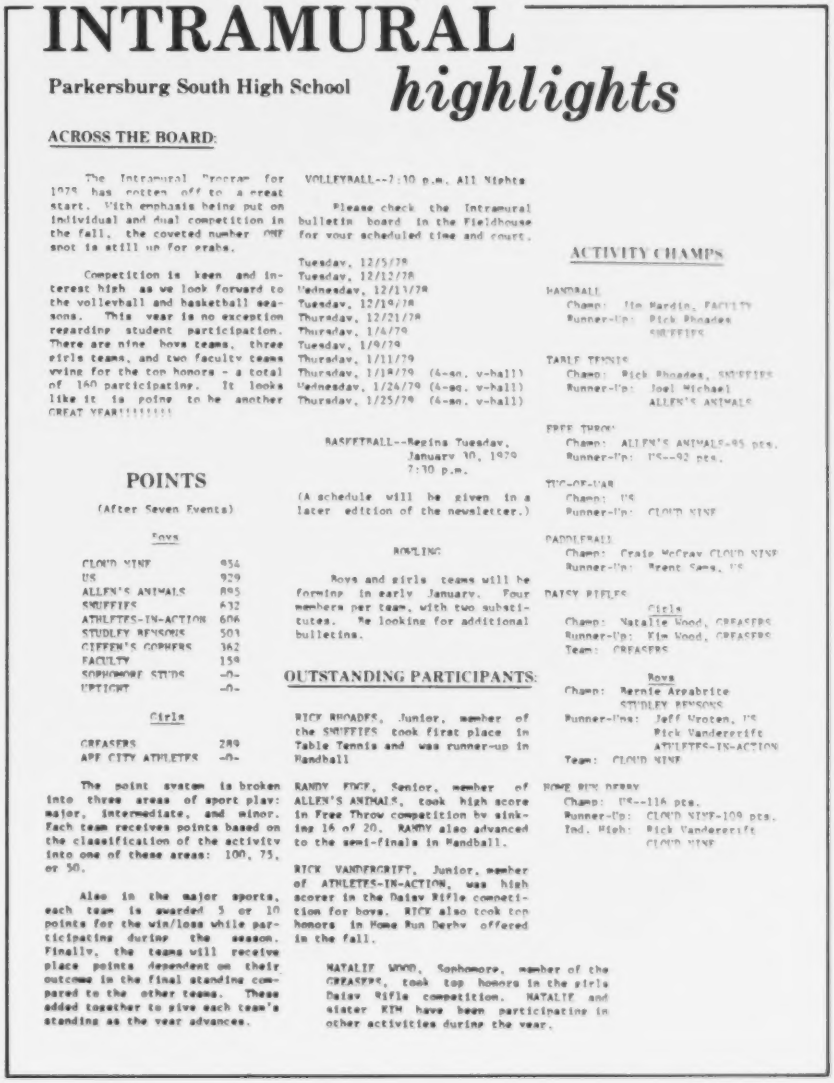
A novel approach to an intramural program is the one employed at Parkersburg (West Virginia) South High School. Students return to school at night for activities beginning at six o'clock in the evening and ending at nine.

The program meets two nights per week, and each night is divided into four time slots of forty-five minutes' duration. Time slots apply only to team sport activities. For individual and dual activities, the facility remains open for the three-hour time limit, and the schedule is adjusted to each contest unit. Time scheduling for the fieldhouse and play areas is arranged to avoid interfering with varsity athletic events.

Twenty-two activities comprise the intramural season. Points are awarded to each team based on entry, win-loss record, and contest placement points. Point totals on an intramural bulletin board enable each organization or team to see its relative standing. Teams are comprised of a maximum of fifteen students. There is no restriction on participation, except that varsity athletes are ineligible for intramural activities in their own sports. The members select a team name for the year and work for the common goal of scoring points. At the annual awards assembly each spring, the intramural champion team of the boys' and girls' division is introduced to the student body, and the team name placed on a plaque permanently displayed in the fieldhouse lobby.

This program is booming in Parkersburg. Membership has doubled to 180 (10% of student enrollment), 27 of whom are varsity athletes. Varsity participation is increasing and competition becomes more intense each year; yet the program has never lost its initial emphasis on individual satisfaction and enjoyment. Faculty teams add spice to the scheduled activities. These participate regularly against the student teams and compile a win-loss record, but are ineligible for the year-end trophy.

As with most successful physical education programs, public relations have not been neglected. The program's two directors produce a monthly newsletter, *Intramural Highlights*, providing a running account of the team point competition, top individual performers, and upcoming events. The paper is available to all 1850 members of the student body, and is no small reason for the increasing participation in the program.



INTRAMURAL
Parkersburg South High School *highlights*

ACROSS THE BOARD:

The Intramural Program for 1978 has gotten off to a great start. With emphasis being put on individual and dual competition in the fall, the coveted number ONE spot is still up for grabs.

Competition is keen and interest high as we look forward to the volleyball and basketball seasons. This year is no exception regarding student participation. There are nine boys teams, three girls teams, and two faculty teams vying for the top honors - a total of 160 participating. It looks like it is going to be another GREAT YEAR!!!!!!!!!

POINTS

(After Seven Events)

Boys

CLOUD NINE	954
US	929
ALLEN'S ANIMALS	895
SNUFFIES	632
ATHLETES-IN-ACTION	606
STUDLEY REYSONS	503
GIFFEN'S GOPHERS	362
FACULTY	159
SOPHOMORE STUDS	-0-
UPTIGHT	-0-

Girls

GREASERS	289
APE CITY ATHLETES	-0-

The point system is broken into three areas of sport play: major, intermediate, and minor. Each team receives points based on the classification of the activity into one of these areas: 100, 75, or 50.

Also in the major sports, each team is awarded 5 or 10 points for the win/loss while participating during the season. Finally, the teams will receive place points dependent on their outcome in the final standing compared to the other teams. These added together to give each team's standing as the year advances.

VOLLEYBALL--7:10 p.m. All Nights

Please check the Intramural bulletin board in the Fieldhouse for your scheduled time and court.

Tuesday, 12/5/78
Tuesday, 12/12/78
Wednesday, 12/13/78
Tuesday, 12/19/78
Thursday, 12/21/78
Thursday, 1/4/79
Tuesday, 1/9/79
Thursday, 1/11/79
Thursday, 1/18/79 (4-an. v-ball)
Wednesday, 1/24/79 (4-an. v-ball)
Thursday, 1/25/79 (4-an. v-ball)

BASKETBALL--Begins Tuesday, January 30, 1979 7:30 p.m.

(A schedule will be given in a later edition of the newsletter.)

BOWLING

Boys and girls teams will be forming in early January. Four members per team, with two substitutes. We looking for additional bulletins.

OUTSTANDING PARTICIPANTS:

RICK RHOADES, Junior, member of the SNUFFIES took first place in Table Tennis and was runner-up in Handball

RANDY FOGE, Senior, member of ALLEN'S ANIMALS, took high score in Free Throw competition by sinking 16 of 20. RANDY also advanced to the semi-finals in Handball.

RICK VANDERCRIFT, Junior, member of ATHLETES-IN-ACTION, was high scorer in the Daisy Rifle competition for boys. RICK also took top honors in Home Run Derby offered in the fall.

NATALIE WOOD, Sophomore, member of the GREASERS, took top honors in the girls Daisy Rifle competition. NATALIE and sister KIM have been participating in other activities during the year.

ACTIVITY CHAMPS

HANDBALL
Champ: Jim Hardin, FACULTY
Runner-Up: Rick Rhoades, SNUFFIES

TABLE TENNIS
Champ: Rick Rhoades, SNUFFIES
Runner-Up: Joel Michael, ALLEN'S ANIMALS

FREE THROW
Champ: ALLEN'S ANIMALS-95 pts.
Runner-Up: US--92 pts.

TUG-OF-WAR
Champ: US
Runner-Up: CLOUD NINE

PADDLEBALL
Champ: Craig McCray CLOUD NINE
Runner-Up: Brent Sams, US

DAISY RIFLES
Girls
Champ: Natalie Wood, GREASERS
Runner-Up: Kim Wood, GREASERS
Team: GREASERS

Boys
Champ: Bernie Arrabrite, STUDLEY REYSONS
Runner-Up: Jeff Wroten, US
Rick Vandercrift, ATHLETES-IN-ACTION
Team: CLOUD NINE

HOME RUN DERBY
Champ: US--116 pts.
Runner-Up: CLOUD NINE-109 pts.
Ind. High: Rick Vandercrift, CLOUD NINE

Roy McCase is chairman and instructor of physical education at Parkersburg South High School, Parkersburg, WV 26101. Patricia Hardin teaches physical education at Parkersburg South High School.

The Parkersburg program has attracted the attention of educators throughout West Virginia. Costs are low while interest is high and constantly increasing. While proud of their work in developing this program, its directors think most physical educators could equal its success with a little enthusiasm, creativity, and good management.

Note: Copies of the school's *Intramural Manual* may be acquired by writing: Parkersburg South High School, 1511 Blizzard Drive, Parkersburg, WV 26101.

intramural input

Intramurals in the Junior High School

Fred Leider

FRED LEIDER, who has taught for 14 years in junior high schools, is currently working on his Ph.D. at Texas A&M University.

The "lighted school" concept pressures the public school into a new role—that of meeting the needs of all the citizens within the school district. This new role dictates that many existing programs within the school structure be revised or expanded. The intramural program is one such program. In the past the intramural program was designed for the junior high or high school student. Under this new concept it encompasses these students as well as their families and other members of the community. In turn, this makes a demand on the intramural program to provide a broader or more varied range of activities.

This increased demand on the intramural program encourages the use of new and possibly untried concepts. The following suggestions are proposed for a junior high intramural program and take into consideration student, family, and community needs. All are compatible with the "lighted school" concept.

Random selection of teams. Too often students are subjected to failure in our schools. A traditional intramural program is no exception. In most contests there are losers, which means some of the contestants will always fail. If repeated failure is reduced, or at least dispersed over a larger number of efforts, the student has the opportunity to succeed occasionally. By providing the student with both losing *and* winning experiences we are closer to fulfilling his needs. With random selection of teams this occurs more often.

To operate by this method, each time a group meets to participate in an activity the teams are chosen at random from the participants present. The one single factor that has the most influence upon the outcome of the contest is the determining criterion for selection; for instance, wrestling—weight, volleyball—height, etc. Individuals accumulate points by being on a winning or tying team. This allows for individual recognition at the end of each season, and still provides some measure of success to everyone participating. Peer pressure is reduced when an individual is forced to miss a scheduled contest and the means for participating in the next contest is built into the structure.

Faculty-student play time. This idea was initiated by an administrator as a follow-up to a special education program. Game play is established as a common medium for fostering rapport between students and faculty and opening up channels of communication. While traditional intramural programs operate after the school day, this pro-

gram moves up into scheduled time and draws from academic as well as physical education classes. The importance of these events is emphasized by scheduling them as such. The student feels the event is as special to the teacher as to himself. These days should occur at not less than two-week intervals. This maintains their uniqueness and still satisfies students' needs.

Inclusion of the gifted. In the past intramural programs have excluded the gifted or the interscholastic team members. The reasons for this procedure are numerous, but not necessarily justifiable. There are many rewards in athletics, yet the most sought after recognition for a junior high student is from his peers. By providing the gifted with an opportunity to participate in intramurals you give him a chance for the approval he wants and you make it possible for other students to identify with him. Here again, with random selection every student plays with and against every other student.

Equal facilities. This is not a new concept in the junior high program; however, its current position needs to be evaluated and the concept redefined. This is an area of education that is inconsistent with our progressive attitudes in other areas. The number of male and female students in a school system is about equal, but girls rarely have equal *prime* time and facilities in a sports program. The boys intramural program is in about the same dilemma; they are usually assigned the indoor facilities during the least desirable time and completely neglected when indoor space is critical. In colder climates the weather factor makes this situation even more acute.

By employing new scheduling ideas for the intramural and interscholastic sports programs it is possible to greatly expand the usability of existing facilities. Some sports activities easily lend themselves to being coeducational, as either intramural or interscholastic sports. Swimming, gymnastics, volleyball, diving, tennis, golf, figure skating and track and field are the most obvious. Some major interscholastic sports, serving a minority of the student body, monopolize the facilities during the overloaded prime time of winter months. Adjusting the competitive seasons of these sports quickly alleviates the problem. Because of this adjustment some students are forced to choose between basketball and football; however, we were already asking them to choose between basketball, hockey, swimming, wrestling, and gymnastics. Sports clubs, for both individual and team sports, permit students to work out on a year-round basis. Practice is limited to once or twice a week, except during the competitive season of that sport when the frequency of the meetings increases slightly. This opens the facilities to more activities and permits the student to participate in a broader variety of sports. As more effort is made to increase the number of winter outdoor sports activities, schools are exploring the use of snowmobiling, skiing, and winter games in their curriculums.

Parent-student involvement. Father-daughter, father-son, and mother-daughter activity nights are a popular form of parent-student involvement. This is one intramural function that directly involves participation of both parties and provides a medium where they can communicate with one another. Originally schools used these as isolated functions but they were never frequent enough to maintain constant exposure. Leagues using the father-son and mother-daughter combinations are organized in sports activities where interest prevails and are terminated when the participants indicate this is their desire. Random selection of teams is the most favorable procedure.

Community involvement. The school needs opportunities for the citizen to identify with it, and at the same time fulfill some of their own needs. Adult education classes are directed toward this, but because they are involved with instruction in a specific area they are limiting and don't permit total use of the school facilities. The following community program was offered as an addition to the adult education classes and not as their replacement.

The school opens at least one of its physical education facilities to all members of the community at least once a week. Although all activities are supervised, no specific instruction is offered. Since the program is operated through district and community funds, no charge is made to the participants.

The success of any intramural program is dependent upon many variables. However, the success of an intramural program is directly proportional to the quality of leadership provided by the intramural directors. They must have a personal interest in the program and its participants. Success also depends upon the availability of the activity. Transportation is available to all students not within walking distance of the facilities. Equipment and facilities do have a measure of importance on the success of the program yet not to the same degree as the other variables. However, equipment and facilities should be made available for intramurals whenever they are needed.

An hourly wage comparable to other teaching assignments is paid to those people directly responsible for instructing and/or supervising in the program. This is more desirable than compensation by the sport or season, as it permits the instructor's hours to be flexible according to the needs of the participants, which in turn permits a greater flexibility of the entire program.

Junior high students need organization and time to project their plans. A monthly schedule of activities posted well in advance of the first event gives each student time to evaluate his interests and needs and anticipate the activities he plans to participate in. □

Intramurals Commack Style

Douglas J. Prato

Intramural program activities play an important role in the district physical education program in Commack, New York. The program structure described below illustrates a district commitment to motivate intramural supervisors and students to participate actively.

The Commack Public School District consists of ten elementary, three junior high, and two high schools. The intramural program involves boys and girls in grades five through twelve during fall, winter, and spring seasons. Each season contains approximately 10 to 40 hours of contact time per activity offered.

The Board of Education appoints intramural program supervisors prior to each season. Activities to be offered are approved at this time as well. Intramural personnel earn $7.98, $8.51, and $10.16 per hour, depending on their positions on a three step scale. Elementary, junior high and senior high schools are allotted 120, 240, and 360 hours respectively of intramurals per year. The number of hours at each level reflects increasing student enrollment.

Programs take place before and after school at the elementary and junior high levels, since school starts at 9:00 a.m. and ends at 3:15 p.m. Most intramurals at the high school level take place after school because the day starts at 8:00 a.m. and ends at 2:30 p.m. Interscholastic programs commence after intramurals when there is a conflict in the use of facilities.

Intramural activities at each building vary according to the student interest and the particular skills of intramural supervisors, most of whom are physical education teachers. No effort is made to have all schools offer identical programs. The voluntary nature of intramurals necessitates a wide variety of available activities. If an intramural activity fails to generate approximately 20 students over the first few days it is offered, the activity is dropped and replaced as interest dictates.

Coeducational activities and participation are encouraged, but experience in this community indicates that the number of females participating tends to be much greater when certain activities are offered for girls only. The initial approach is to offer activities without labeling them for either sex. If sign-ups for an activity such as weight training have a very high male enrollment, and females are reluctant to participate, an alternative choice is offered, such as slimnastics or weight training for girls. In many cases these tactics elicit comparable participation by both boys and girls.

The table illustrates different types of activities offered at each level by season.

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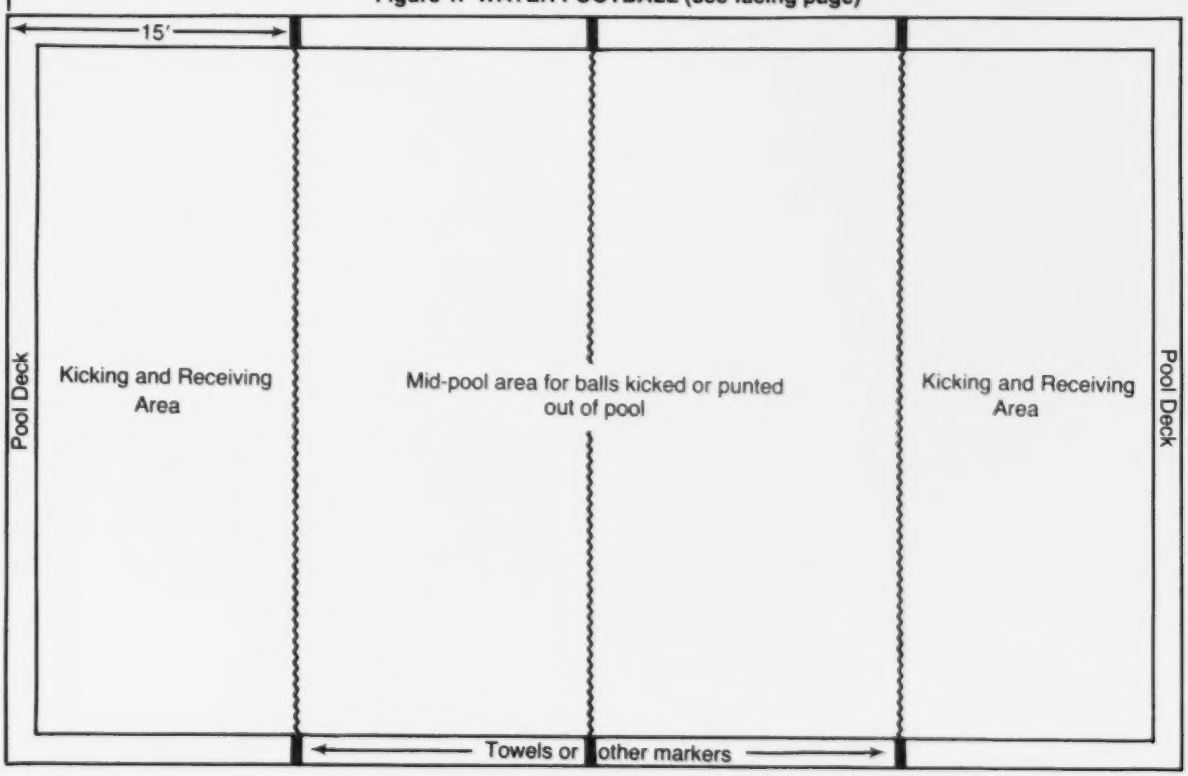
Intramural Offerings by Season—Comack Style

Level	Fall	Winter	Spring
Elementary	European Handball Flag Football Physical Fitness Soccer Softball Tumbling Volleyball	Basketball Dodge Ball Floor Hockey Gymnastics Volleyball Wrestling	Archery Basketball Cheerleading Floor Hockey Gymnastics Handball Kickball Softball STX Lacrosse Volleyball Wiffleball
Junior High	Bowling Field Hockey Flag Football Floor Hockey Slimnastics Soccer Volleyball	Basketball Bowling Floor Hockey Gymnastics Volleyball Weight Training Wrestling	Badminton Basketball Fencing Floor Hockey Gymnastics Softball STX Lacrosse Track and Field Tennis Volleyball Weight Training
Senior High	Basketball Bowling Fencing Flag Football Floor Hockey Soccer Weight Training	Basketball Bowling Box Lacrosse Table Tennis Indoor Soccer Volleyball Weight Training Winter Track	Archery Basketball Bowling Dance Fencing Floor Hockey Gymnastics Soccer Volleyball Weight Training

Figure 1. WATER FOOTBALL (see facing page)


15'
Pool Deck
Kicking and Receiving Area
Mid-pool area for balls kicked or punted out of pool
Kicking and Receiving Area
Pool Deck
Towels or other markers
Area for refereeing and snapping ball on each down

As the table indicates, the elementary intramural program is primarily team sport oriented, with few individual activities. As the program progresses through junior and senior high levels, a variety of individual and dual activities, as well as team sports, become available. This shift is due to several factors: larger teaching staffs from which to select interested and talented supervisors; appropriate facilities to accommodate a variety of activities; the capability to transport students easily to sites such as bowling alleys; and increased student interest.

Elementary enrollment is approximately 1400 students in grades five and six; participation in the intramural program involves 43% of the boys and girls during each season. About 2200 students attend Commack's junior highs, and 3700 are in the high schools. Participation in intramurals at these levels is 9% and 6% respectively. The large dropoff from elementary to secondary intramural participation is due in part to interscholastic athletic activities available to secondary students throughout the year. Each of the three junior high schools has 12 such teams. Thirty-four teams from each of two senior high schools offer competition for students outside the school district.

The intramural program in Commack accommodates about 1000 students district-wide per season, in an array of individual and team sport activities. This system has worked superbly to encourage teacher and student participation. The activities developed and listed here can be adapted elsewhere as local needs, interests and resources dictate. The program described has been most successful, and reflects Intramurals—Commack style.

Intramurals at Urban Junior High

John VanVeghal

Intramural sports participation is just as popular as "Sheboygan Bratwursts" at Urban Junior High. The intramural program is administered through the physical education department and has been well received by the students, with over 50% of the students participating.

The program is introduced to students in the fall physical education orientation program when a physical education instructor conducts a 15 minute presentation on intramurals. The orientation covers all the activities offered in the program: flag football, homeroom volleyball, table tennis, swimming, tennis, softball, basketball, ring toss, and aerial tennis.

The intramural program activities are publicized on bulletin boards in the gyms and throughout the school. All students not participating in a varsity or junior varsity sport during that season are eligible. Prior to each activity, students meet, more than once if necessary, to determine teams. Students can form their own teams by grade level in all activities except volleyball and swimming. Teams are organized by homeroom for coed volleyball, and the activity is quite popular. Students swim at the high school pool (within short walking distance), in a program run strictly recreationally one night per week for nine weeks in both spring and fall. Students also enjoy tennis in a coed program. The activities run from three to nine weeks depending upon the number of teams and number of nights per week played. Playoffs are held in each activity, and many championship teams—or an all star team—plays the school faculty.

Facilities and time for the program are available right after school. Interscholastic sports wait until intramural participation is finished, usually about 3:30 p.m. The junior high gym (divided in half) is used for most intramural activities. Tennis is played at the high school courts and a local city court. Outdoor sports take place on the outdoor athletic or physical education fields adjacent to the school complex.

Compensated at a rate of $176 per activity, supervisors coordinate the intramural activities. Each activity has one supervisor, except for swimming (four) and girls' intramurals (two). Altogether, 12 people supervise the program, some working on more than one activity.

The intramural budget requires only $500 per year to purchase special equipment. Good rapport with the physical education department has enabled the intramural program to use their equipment.

The intramural program at Urban Junior High School is successful because it has obtained priority for space during prime time (right after school). This makes the program available to the majority of the student population, while the small group of interscholastic athletes wait for an hour to practice. In terms of the number of students in each group, it is only sensible to work the priority scheme this way. It provides all students, regardless of ability, the opportunity for sports participation. This is what sport should be for students in our public schools today.

John Van Veghal is a physical education teacher and intramural coordinator at Urban Junior High School, Sheboygan, WI 53081.

The Newton Plan—An Intramural Program for the Middle School

Gordan Stineman

Probably the most important aspect of the middle school concept which was adopted in the Newton, Kansas school system was the removal of as many pressures as possible from middle school students. This included eliminating the social pressures inherent in interscholastic athletics. The removal of the interscholastic program necessitated abolition of pep clubs, cheerleaders, student athletic councils, letter award assemblies, and even victory dances.

What Newton does have is a quality intramural program in each of its two middle schools. The programs resemble interscholastic programs, but do not have the expenses associated with transportation, meals, assistant coaches, high dollar uniforms, and medical supplies.

The design of the intramural program in Newton has made it more than a good substitute for the former junior high interscholastic program. The lack of pressure to win and the number of participants make it an ideal segment of the middle school concept. The Newton design is not to be confused with the typical intramural program. The physical education teacher is not the intramural director—the assistant principal is. His job description is not all that dissimilar from the assistant principal/athletic director at the high school. He hires coaches for the nine sports and designs the seasons of the sports into the school year, including practices and scheduled games or matches.

The assistant principal also brackets the various tournaments and decides upon round robin, single elimination or double elimination competition. Using an intramural bulletin board and the school's daily announcements as the media, he/she keeps students and faculty aware of league standings, tournament progress, and even outstanding team or individual accomplishment. This is one of his ways to keep interest in the program at a high level. Another way is to award certificates for participation and ribbons for performance.

The Newton plan is designed to offer as many sports as possible to as many kids as possible. The coaches are paid to coach fundamentals, basic offenses, defenses, and strategies and to instill as much fun into the game as possible.

High school athletics in Newton is developed during three stages. Phase I is the building of youngsters' physical skills and the development of their coordination in elementary physical education classes. Phase II is the intramural program in the middle schools where, in addition to Phase I being continued, boys and girls are taught team play, fundamentals, game etiquette, and sports enjoyment. Once they have learned to enjoy the game, and have not been "burned out" by long practices, long seasons, and demanding coaches, they are ready for Phase III—the high school interscholastic program. And the varsity teams at the high school have compiled winning seasons, with league and state championships.

The junior high school interscholastic sports pressure is dead and gone.

Phase II has now proven itself in Newton. It didn't by any means go unchallenged. But the pros of its design so outnumbered the cons that it was retained.

Gordon Stineman is assistant principal and intramural director at Santa Fe Middle School, Newton, KS 67114.

Elementary Program Allows All Children to Express and Enjoy Themselves Through Sports and Play

Joe Lukaszewski

JOE LUKASZEWSKI
Physical Education Director
Fort Bragg Dependents School
Fayetteville, North Carolina

The philosophy of the intramural program at the Fort Bragg Dependents School encompasses many of the same objectives and beliefs that are prevalent within the normal service classes. Emphasis in this area of our program is placed upon the ability of the child to express, relax, and enjoy himself while encouraging motor skill development, physical well-being, and healthy social and emotional attitudes.

Our activities are chosen by students on an interest basis. If a sufficient number of students express a desire for a given activity, we attempt to provide opportunities for participation.

Sports in season are most successful. We do not have set teams or tournament play. We take the students present and from the group form teams or other units of competition. If a student chooses to attend and receives his parents written consent, he is guaranteed an opportunity to participate each time a club meets. By having clubs instead of traditional units of competition such as classrooms, we hope to foster a healthy attitude toward lifetime recreational activity.

All activities are co-ed. Some, because of skill level, are open only to upper grades; others include the whole school. Following are the specifics of the program at the elementary level.

1. *Field Day—Grades 3-6.* Modified track and field competition. No team scores are kept, only school records. Competition is with own sex and grade level. Goals are individual best performance and attempts to better school records.
2. *Carnival Day—Grades 1-6.* Halloween is a good time for this activity. Art, physical education, and music specialists can collaborate. Bean bag toss games, rope climb, tetherball, and relays are good activities. A "haunted house" crawl through has been offered at several schools.
3. *Mile Club—Grades 4-6.* Run a measured mile at own pace at least one afternoon a week. Incentive—run to a nearby town, the beach, etc. on a mileage chart. Keep up with each child's total distance.
4. *Volleyball Club—Grades 5-6.* Power volleyball (closed fist). Only modification is to lower nets to "high as the tallest child can reach."
5. *Soccer Club—Grades 4-6.* Alley or regulation soccer.
6. *Flag Football Club—Grades 4-6.*
7. *Folk Dance Club—Grades 4-6.*
8. *Gymnastics Leaders Club—Grades 4-6.* This is a club for squad leaders. They study gymnastics skills in the club and then help as demonstrators and assistants with their own class groups.

Other activities may be offered with student and classroom teacher cooperation. Any sport, game, or special interest club may be offered at any time and continued as long as there is good participation and interest.

Clubs which are organized at the present time include:

Photography	Dance	Hobbies
Horseback riding	Drama	Bowling
Swimming	Journalism	Gymnastics
Auto mechanics	Cooking	Chorus
Tennis		Instrumental music

Sports activities offered during the year include:

Archery	Handball	Football (flag)
Badminton	Tennis	Soccer
Bowling	Track and field	Softball
Golf	Wrestling	Speedball
Gymnastics	Basketball	Volleyball

Junior High Intramurals: A Positive Approach

John R. Gilbo

Decreasing budgets may make it necessary for some junior high schools to expand their intramural programs while phasing out interscholastic athletics for the seventh and eighth grades. In some respects this may be a good thing. Some features of interscholastic "varsity" sports may be inappropriate for this age level—widespread publicity, encouragement of spectators, increasing demand for winning teams, specialization in one or two sports.

Junior high school students are still growing physically; their bones and muscles are highly susceptible to fractures and tears. The risk of permanent physical injury to students this age from participating in such contact sports as tackle football and ice hockey is great.

Proper planning and implementation of an intramurals-only program requires positive cooperation, an open-minded school board and good public support. With these ingredients it is possible to establish a high quality intramurals program complete with intra-school tournaments.

Of the many possible ways to implement such a program, two seem easiest. In the first, each school within a given school district hires its own supervisor of intramural programs whose only responsibilities are to the intramural program and its growth in that school. If that is financially impossible, a supervisor of intramural programs may be hired to develop and implement an entire school district's intramural program. The intramural supervisor would work with the principals, physical educators, and teacher-coaches from each school in the district, trying to better use the physical facilities of the district, would be solely responsible for scheduling the intramural programs and events in the district, and would recommend improvements in intramural programs to the school board. The supervisor would work with the principals and the superintendent of schools on the budget needed to run such a program.

Within the schools, the intramural program could serve as a laboratory period for sports and such related activities as clinics to teach students how to officiate a variety of games, keep well organized statistics records, and write intramural sports articles for the school newspaper. The main idea is the entire student body is involved.

Activities selected for the intramural program should be those that are in season, such as touch football in fall, soccer in winter, and indoor swimming any time.

Each school in the district should have several intramural bulletin boards on which to post schedules, rosters, game results, statistics, student officials' assignments, and general intramural information for everyone to see.

Desired Outcomes of the Program

The intramural supervisor, the physical educator, and the teacher-coach can take advantage of the intramural program to instill a sense of fair play in the youngsters. Perhaps this would also be a good time to show students that whenever there is competition be-

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tween two forces, one is going to win and one is going to lose. The supervising personnel can help students accept this fact without uncontrolled anger. It is natural to feel disappointed at a loss, but how that disappointment is handled is the key to learning how to take a loss. Physical educators, especially, can be instrumental in teaching students how to display good sportsmanship since they are the ones who see and work with these students all day long. Too often in competitive athletics there is the unhealthy attitude that the end justifies the means.

In a school district that can afford both interscholastic athletics and an intramural sports program, "one should not be designed as a training ground or farm system for the other. It should be possible for a student to move from one to the other, but this should be incidental in nature, rather than planned."[1]

In a school district that cannot afford both programs, especially at the junior high level (with the exception of ninth grade interscholastic competition), the intramural program can provide experience for students who plan to participate in interscholastic athletics in senior high school. In this case the physical educator must be careful to make all the intramural teams as equal in ability as possible. Putting all the "good ability" students on the same team or allowing them to form their own teams is unfair to students of lesser ability and can be demoralizing to the rest of the teams in the intramural program. This would assure the intramural program a short life.

When a program of this type is suggested for a school district, the public will probably view it with skepticism. It is natural for parents to want to see their children involved in competitive interscholastic sports activities. However, if the school board and school administrators, especially the intramural supervisor, have an effective public relations program promoting suggested intramural program, they should meet little opposition. If the administrators can effectively communicate the benefits of such a program, it will never become an issue. I believe that such a program can enhance senior high school interscholastic programs by better preparing students to participate in high school sports.

[1] Charles A. Bucher. *Administration of Health and Physical Education Programs Including Athletics.* (St. Louis: C. V. Mosby, 1971), p. 208.

Coed Sports in High School

Lee Johnson

While college intramural programs include an increasing number of coed sports, high school programs seem to be slower to make the transition. One reason may be that high school students aren't as interested in coeducational sports because, when they've tried a sport with a coed group, they've always played the traditional rules which tend to allow the males to dominate the game.

An initial positive exposure to coed sports, in which play is fun and challenging for everyone, will result in happy participants who are anxious to try more coed sports. Following are suggestions for adapting the rules and strategies of five sports for coed play. They are aimed at developing a fair sense of competition and eliciting equal participation from both sexes. After the students understand the rules, the instructor—who must know and understand the activities well—discusses the strategies.

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Basketball

Teams consist of three females and two males. Females' field goals count three points, males' field goals count two, and all free throws are one point. Except for free throws, males may not score more than six consecutive points. A male may dribble a maximum of five times before passing or shooting. Defenses must be man-to-man and woman-to-woman. Only one male is allowed in the key at a time.

The best offense is an effective fast break initiated by a male rebounding and outlet-passing to his male teammate. The second male should then head down the middle of the court, ideally flanked by the two females who released when the opposing team shot. It is important that the male playmaker then pass off for the females to shoot because of the point differential in scoring. If a fast break is not possible, it is generally best to set up an offense directed by a male at the top of the key. The females should set picks for one another, attempting to spring an open teammate for a 6- to 10-foot shot. Of the five coed sports discussed here, basketball may be the hardest to implement successfully because most males enjoy shooting too much and have trouble adjusting to the slower tempo.

Flag Football

A coed flag football team consists of three males and three females. Players may only block players of their own sex; if a man confronts a woman or vice-versa, a screen block (either moving or stationary) must be used.

Offensively, only women may make direct or indirect runs from scrimmage. Men may not carry the ball from scrimmage, nor may they receive a pass behind the line of scrimmage and advance past it. On passing plays the quarterback and passers may be either male or female. Males may complete passes only to female receivers; females may pass to any player. At no time is a direct ball exchange between two male players allowed.

Defensively, zone pass defenses are never allowed. All pass defenses must be man-for-man, woman-for-woman. With the ball placed ready for play, a 10-yard

square with the ball at its center is designated as the neutral zone. Any male player who intercepts a forward pass intended for a female receiver outside the neutral zone is guilty of defensive pass interference.

The best strategy in coed football is to move the ball by passing. Two basic sets work well. In one, two females play end and the third lines up in the backfield. From this set all three can go out for passes or the one in the backfield can run. This is difficult to defense because of the females' options coming out of the backfield. The disadvantage is that it sometimes takes a play longer to develop. In the other basic set, the third female can be put in the slot, bringing her closer to the line of scrimmage. The single female on one side can run a square-out while the other two can cross. Also, the famous "flea flicker" works beautifully off a short square-out with a fast male trailing. As in football, it is important to change the formations and particularly the patterns on each down.

Floor Hockey

Rules and strategies for coed floor hockey are similar to those for ice hockey. We have found it best to play three 12-minute periods with six members per team. Most of the rules modifications are intended to slow the pace of the game and limit the maneuverability of the players, thus enhancing the importance of the female players.

Divide the floor into offensive and defensive zones, assigning two players to the offensive and three (including the goalie) to the defensive end. The sixth player, the center, may use the entire floor. This modification eliminates rapid movement up and down the floor, allowing females to participate more effectively. It also prevents congestion in a particular area, resulting in a more wide open game that accentuates the effectiveness of the females.

It is necessary to discourage male dominance and encourage aggressiveness in the females. One way we do that is by making a goal by a female worth two points, thus encouraging males to involve females in offensive plays. Another way is to say that a female must play center during the second period of each game, forcing females into a more strategic role since center is the most important position.

To establish the player advantage idea, a penalized team must play without its center for the duration of the penalty. Thus the fouled team has a power play at the offensive end and an extra athlete at the defensive end because of the center's maneuverability.

While checking is an integral part of ice hockey, it is best to prohibit any body contact in the coed version of floor hockey. This helps reduce the number of injuries and lets smaller players (generally female) participate without fear.

With the exception of the second period when a female plays center, the most effective line-up finds males at goalie, center, and wing, with females at the two defensive positions and the remaining offensive spot. The most effective strategy is to position the female in front of the goal and set her up on offensive by centering her the puck, presenting scoring opportunities. She is also in position to hit in any loose pucks in front of the net. The other important strategy is to avoid congestion and pass the puck quickly and accurately.

Soccer

The most successful arrangement seems to be eight players—four male and four female. The goalie must be male. Two points are awarded if a female scores, one point if a male scores. Hands may never be used to control the ball. Females may protect themselves above the waist by "gluing" their hands to the area about to be hit by the ball. If two or more male players from the same team pass the ball to each other three consecutive times (with no female or opposing player touching the ball), a foul is called; the opposing team gets a free kick at the site of the third touch.

Females are an integral part of the scoring attack and are counted on for offensive punch. One of the best offenses—in which the three males alternate positions and do a lot of running—uses a male at left wing, a female at middle left, a male at middle right, and a female at right wing. A female plays in the middle of the field, and a male and a female stay back on defense. The four front-liners go all the way down when attacking, but the female in the center does not go much beyond the midpoint of the field. Her responsibility is to slow down the opponent's fast breaks and, when the defense stops an attack, to do everything possible to return the ball to the front line. The female on defense is sent out first to meet the attacker, and should either force a pass or force the ball to go wide. She must slow the attack until the two forward males are back to help (the females remain in the offensive end). If the attack is stopped on the right side, the fullback and left wing start back downfield; if it is stopped in the left, the fullback and right wing go downfield.

Softball

Teams should have equal numbers of men and women, or perhaps one extra male. Institute a mandatory male-female alternating batting order so that, for a successful rally, females must get on base. Have the offensive team pitch to its own batters (a

maximum of three pitches), thus generating more hits, having more actual plays being made, and speeding up the game. To allow the generally weaker-hitting females an equal opportunity for hits, inscribe an arc on the outfield grass 175 feet from home plate; while a female is batting, no outfielder may be inside this line until the ball is hit. This is the most effective adaptation for increasing the importance of women's participation.

If there is an odd number of players (five males and four females), the best batting order has the two highest percentage hitters first and last because they are batting back-to-back and theoretically will produce the most runs. In this arrangement, the two weakest hitters should be fifth and sixth. All batters should try to move the ball around and go for one line or the other on the first pitch. If that ball is foul, the batter should be more conservative on the second pitch. The batter who can hit to either rightfield or leftfield will force the outfielders to play straight away, thus opening up the alleys. Games should be high scoring (and more exciting) when the players have learned to hit to either field. It is also important to learn to hit the ball on the ground and behind the runner. Males especially should constantly try to stretch singles into doubles, thereby reducing force-outs and/or double play situations. On defense, it is best to play the three top fielding females on the left side (at first, short-second, and second) so that they have a shorter throw to first and will receive fewer hot smashes.

Volleyball

The males and females on the team (three of each or four males and two females) must alternate serving order and position on the floor. However, switching is allowed after the serve. When more than one player on the team plays the ball, one of the hits must be by a female. Blocking across the net is allowed. When there are two females and only one male on the front line, a back line player (usually a male) may come up to the front line to block. However, no back line player may spike the ball unless his/her takeoff is behind the 10-foot line. Following through over the net is allowed on any type of hit if the ball is contacted on the proper side of the net.

With four males and two females on a team, the best strategy is to run a 4-2 offense, with the females playing opposite each other in the rotation and setting in all three front row positions. Defensively, the two male front row players should double block on both sides, with the setter covering the sharp angle hits and inside dinks. She should switch back to the front middle position for setting purposes upon a successful defensive dig. The back row should have a female playing deep back in the middle, one male covering down-the-line hits and dinks over the block, and the other male moving forward to take the power hit inside the block.

With three females and three males, most problems occur when one male is in the front middle position, with females in both hitting positions. The male should switch to his stronger hitting side on offense. If rules allow a back row male to come out for blocking purposes, the back row male on the hitter's weaker side should switch with the female in front of him; the team plays the defense described above. If a back row player is not allowed to come up, the front row male switches to the middle on defense and must then block both sides. When blocking, he should attempt to take away a particular shot (such as down-the-line hits) every time so that his back row players know where to expect the hit.

Water Polo

Conventional water polo is not conducive to coed competition. However, requiring participants to sit in innertubes reduces the strong swimmer's dominance and gives everyone a more or less even chance in the water. We recommend playing four 7-minute periods with teams of four males and three females, requiring the goalie to be male. At the start of play, the teams line up at opposite ends of the pool. The referee throws the ball into the center of the playing area and both teams propel their innertubes toward it. After each score, the referee gives the ball to the scored-upon goalie to put it back into play. Leaving the innertube while touching or maneuvering the ball is a personal foul; a free throw or penalty throw is awarded to the nearest opponent. Players should be allowed to fall out of their tubes during the act of shooting. The goalie must sit in the innertube, not just wear it around his waist. The last two rules lead to more scoring, since the goalie is less mobile and since everyone gets a good shot, not just the strong swimmers and the strong armed.

The most effective strategy is one in which there is a set offense of two females and one male, and a set defense of two males and one female. To conserve energy, the offense remains in one end of the pool and the defense stays at the other. Players should pass the ball quickly from one end of the pool to the other, swimming it down only when the offensive players are unable to break free for an outlet pass. Once the offense has the ball, the players should set screens for each other (much as in basketball) to try to free a teammate for an open shot.

Administrative Support: The Key to Intramural Program Development

Faye Burchard

The idea of beginning an intramural program in public school is not new. Often though, individuals planning an intramural program overlook the most important area from which support is required—the administration. This article takes a look at how administrators perceive intramurals and what must be done to convince them that a sound program can be instituted for their students. The purpose is to capture administrative support.

Several superintendents, principals, school board members, and physical education teachers were asked about their perceptions of intramural programs. These individuals from various sections of the United States unanimously recognize the importance of intramural programming. Although they all agreed that there is no conflict between properly conducted intramural sports programs and interscholastic athletics, and that both areas should be a part of the sports program, their respective programs did not necessarily exemplify this principle. Intramurals seem to be more widely accepted and supported in the elementary and junior high schools than in the senior high schools where varsity athletics are prominent. As one school board member commented, "Society will not allow the varsity programs to be axed." That fact is evident in the many school districts where kids now "pay to play" varsity sports.

Begin with a Committed Leader

How can intramurals be introduced into schools where athletics play such a prominent role? According to those on the administrative level, the first need is finding a committed individual interested in intramural programming The administrators emphasized that the individual should not accept this responsibility while "waiting for another position to open." In the administrators' view, intramurals should not and cannot play second fiddle to a leader's other interests.

There are many examples of committed physical educators bringing an intramural program into their schools and what that commitment meant to students. One individual who started a program not only received no compensation but also drove a late school bus each afternoon for the participants. In a year's time the program sold itself, the director was compensated, and a driver was hired to drive the late bus. At McArthur Middle School in Jonesboro, Arkansas, Gwin Hughes believed in and was committed to building a program. He did so without receiving any monetary compensation until the program was established. Happy participants and the satisfaction of one's accomplishments are the reward. At McArthur, classroom teachers assist with intramural supervision because they experience better rapport with students they have played with.

Faye Burchard is the director of intramural /recreational sports at Missouri Western State College, St. Joseph, MO 64507.

Prepare a Proposal

After the need for a committed person, the next need for those instituting an intramural program is to prepare a proposal backed by data. Forward it through the proper administration channels. The proposal should include when the program will be run, the proposed number of students who will participate, transportation details, equipment and facility needs, projected costs, persons who will serve as supervisors and officials, units of participation, and the activities to be included.

Selecting appropriate activities, the administrators note, is important to

intramural programming. The need for the intramural program to offer a wide variety of activities which meet students' interests while not duplicating club and varsity sports was stressed. The administrators stated that recreational activities are as important as competitive events. Suggestions for recreational activities included a disco dance, obstacle course, dirt bike ride, hot-shot basketball contest, bicycle rodeo, motor development activities, and gymnastics.

Coordinate and Integrate

Many schools successfully incorporate intramural activities into the academic program with math and spelling contests, poster or art contests, and drama productions. At All Saint's Epispocal School in Vicksburg, Mississippi, students contribute points to their respective intramural teams by achieving a certain grade point and being named to the school honor roll each semester.

The financial aspect of intramural programming did not seem to be a concern to the administrators. Many schools compensate the director comparably to coaches or sponsors of the various campus groups. Other schools give the director one less class period to allow time for intramural programming. If the program is run during the school day, there are no additional building expenses incurred.

Is money available for officials or awards? If yes, that's great. But they do not make an intramural program. Through program modifications, self-officiated contests, and the ingenuity of everyone involved, minimum program costs can produce maximum results.

Administrators must be convinced of the need for an intramural program. They should be approached with a well thought-out plan, and the person desiring to start the program must be persistent, enthusiastic, and committed. In thousands of cases, "seeing is believing." If children become interested and excited about a program, amazing things can happen. To ensure "amazement," Mark Pankau suggests finding a couple of parents who will support the program. Persistence and time can make anything possible.

References

The following individuals were interviewed by phone in obtaining information for the above article:

Banks, Sharp, Jr., superintendent of schools, Warren School District, Vicksburg, Mississippi.

Hamming, Jack, director of physical education, Shawnee Mission School District, Shawnee Mission, Kansas.

Hughes, Gwen, instructor, MacArthur Middle School, Jonesboro, Arkansas.

Jernigan, Frank, director of intramural/recreational sports, Georgia State and current school board member, DeKalb County, Georgia.

Pankau, Mark, instructor, Rose Hill Elementary School, Shawnee Mission, Kansas.

Troester, Gerald, superintendent of schools, St. Joseph, Missouri.

High School Intramurals —An Endangered Species

Gerald Mass

High school intramural sports programs are probably best exemplified by Earnie Shavers on the ropes trying to evade the knock out blow from Larry Holmes. These programs suffer from disinterested students, lack of finances, lack of space to run a program, conflict with athletics, busing, and a myriad of other problems (excuses). Does this situation sound familiar?

It is strange when one looks back to the elementary and junior high schools where the intramural programs enjoy much higher success rates. Youth sports programs draw tremendous numbers of boys and girls in their programs. Many are highly competitive and indoctrinate youngsters on the importance of winning and increased competitiveness. These programs, along with lower grades intramural programs, become feeder systems for the high school athletic programs. This system essentially turns a large number of youngsters on to sports but then later cuts them out at a critical age because only the highly skilled will make the high school athletic teams. Even more irony is evident when high school graduates (both athletes and nonathletes) go on to colleges and universities and participate at high rates in intramural-recreation programs.

Data collected by this author in public schools in the state of Iowa shed some light on this dilemma.[1] Responses in that study indicated that roughly one-third (104 of 318) of the schools surveyed sponsored any type of organized intramural program. The three most prevalent reasons cited for not sponsoring intramural programs were: conflict with interscholastic athletics, insufficient time (directly related to athletic conflict), and lack of facilities. Many principals responding in the study commented that "students who desired sports experiences were being served in interscholastic athletics" and that there was "no real need for intramural programming."

This author believes that excellence is rarely found in high school intramurals because it is neither expected nor demanded. Excellence is, however, demanded in many high school athletic programs!

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The conflict with interscholastic athletics was made more difficult when Title IX regulations give directives concerning equality of sports opportunities afforded to girls. Many schools had only boys athletic programs and had to put in a similar program for girls. These new programs for the girls took up additional facility time, and in many instances the intramural programs ended up the big losers.

These, then, are the facts. Youth sports programs are highly popular with the younger set. Elementary and junior high school intramural programs enjoy high rates of participation. Many high school students don't participate in intramurals. These same students go to colleges/universities and participate in intramurals.

Something is amiss here, but is the situation really hopeless? Are there things which can be done to help build up intramural programming in the high school? This author thinks so—and suggests some ideas in that regard.

The following list of approaches to help promote high school intramurals is not complete but should provide a starting point for the optimist.

1. *Student involvement*. Students must be made aware of the benefits to be gained through intramural participation. A student committee should be established to assist in promoting the program in the school. This may be difficult as many students have been turned off by competitive youth sports programs and/or interscholastic athletics and will outwardly think this is "another one of those deals." It is essential to convince students that fun-recreational activities are involved in the program along with the traditional team sports. Co-recreational (boys and girls on same teams) sports should be highlighted as a unique type of sports participation which cannot be found in the traditional athletic programs. Fun and recreation must be stressed, not competition. This approach will provide a broad interest base for the program which should appeal to many students. The students should be encouraged to talk to parents, fellow students, and school administrators concerning the program. Many times students can open administrative doors which are not open to staff.

2. *Education*. Administrators, parents, and students must be educated concerning the values of intramural participation. Intramural leaders should be reading professional literature (intramural articles in JOPER, intramural resource materials/books, NIRSA and AAHPERD publications) to find supportive information and research which substantiates the place of intramural programs in the educational setting. Make these materials available to students and administrators. Seek out any successful intramural programs in neighboring schools and attempt to get representatives from these schools to come in to talk to your administrators.

3. *Innovative programming*. A large, successful program in intramurals will not occur overnight. The program must be built on a successful smaller program which generates increased interest and participation. For example, quickie one day tournaments can be scheduled when some of the varsity teams have games. These types of activities allow you to attract participants and show them a good time. Once this is done, a foothold is established. Accurate participation records should be kept as they will be the key to accountability for financial support and justification for future funding. Cost-per-participant statistics are excellent to use as graphic evidence of "getting the taxpayer's money's worth" while showing lower costs when compared with the athletic program.

4. *De-emphasize the conflict with athletics*. The athletic and intramural programs have a common bond of interest in sport/physical activity (although the emphasis is obviously different) and every effort should be made to foster a cooperative, positive relationship. Neither program should be compromised for the gain of the other; each has its place in the school. Many "pro-athletic" people in the school will label you "anti-athletic" if they view the intramural program as threatening excellence in the athletic program. Traditional after-school practice times fall into this category. Requesting this time will have a good chance of being viewed as a sabotage attempt on the athletic program. Relationships with athletics need to be carefully established and an attitude of "pro intramurals" must evident rather than "anti-athletic." Research concerning the effects of both athletic and recreational sports participation should be searched and cited. These studies should then be put into the hands of administrators so that the facts are known.

5. *Publicity—public relations*. The program director must use all methods available to inform students and faculty concerning the intramural program. Public address announcements, bulletin boards, the school paper, announcements in physical education classes, flyers to homerooms/counseling groups, and the local newspaper are excellent mechanisms to use. Once the program is in operation, word-of-mouth from satisfied participants will emerge as one of the program's best publicity tools. The positive aspects of participating in the intramural program should be stressed.

6. *Involvement in professional organizations*. Involvement in the National Intramural Sports Council of the American Alliance for Health, Physical Education, Recreation, and Dance and the National Intramural-Recreational Sports Association will keep the intramural sport specialist up to date with what is happening in the profession. The intramural leader should take an *active part* in these organizations. These associations provide the individual professional the knowledge and strategy needed to cope with local situations. New ideas and trends in intramurals are communicated through annual conferences/conventions, professional journals, and workshops as well as the personal contact with other professionals in the field.

The problem described here can be solved through the work of committed intramural leaders in our high schools who are supported and backed by well-informed administrators. Student input, support, and involvement will develop as the participants begin to realize the possibilities available in the intramural program. There are many, many students in our public high schools who need the experience offered through intramurals. Athletic programs tend to reward only the highly skilled individuals who have dominated the sports/activity programs all through the grades. It is time for intramurals in the high schools to come of age and provide positive sports participation experiences to our students as they complete their public school ed-

ucation. After high school, many students don't get another opportunity to have this experience which could be so valuable to them. They leave school with questionable feelings concerning sport in the public education system. The masses of students deserve better than this.

[1]Maas, Gerry. "Survey of Intramural Sports Programs in Iowa High Schools." *Iowa Association of Health, Physical Education, Recreation Journal*, 10(1):8-10, fall 1977.

How to Succeed in Intramurals Without Really Trying

John Calder and Ian McGregor

The growth of intramurals in the school system in North America has been stymied in the past by two key factors—the wrong people are running the show and we don't have any imagination.

Who Runs the Show?

We've got to stop kidding ourselves that it is the teachers who must do all the work. It is the *students* who should carry the ball. This is not to say that teachers do nothing, but rather that programs must be set up in such a way that teachers take more of a back seat in the process and give more responsibility and authority to students. This situation *does* work and some of the more successful programs attest to this.

Obviously the amount of work that has to be done by the teacher varies from school to school and whether the level is elementary or secondary, but the point is that school intramurals will never enjoy any real success in situations where teachers are involved in inter-school sports and *also* have responsibility in intramurals. That's called burn-out, and it's happening too frequently.

The best organizational model is the Intramurals Council, in which the teacher responsible for intramurals selects the council members. A carefully chosen council is almost a guarantee that the program will be a success.

The council structure shown has been taken from *Intramurals: A Teacher's Guide*, by C. M. Hendy and I. McGregor (New York: Leisure Press). This book, designed specifically for school teachers, is an excellent guide for setting up and running intramural programs.

A council structure similar to the one illustrated is utilized by many schools across Canada. Each council is modified to suit the structure of the school, but all follow a similar premise—the students assume the responsibility. The Council at Ross Road Elementary School consists of three boys and three girls chosen for their maturity, leadership qualities, enthusiasm, and ability to represent all groups within the school.

Meeting on a regular basis with a staff advisor (the teacher responsible for intramurals), the council assumes responsibility for all aspects of the intramural program. The council has formed two standing committees, Activities and Rules and Schedule and Records, which meet weekly. A selection committee to structure teams was not established, because all our intermediate students are automatically placed in a house, the basic unit of competition within our school. The Activities and Rules Committee, consisting of three council members, chooses the activities to be offered, establishes and communicates rules to referees, and receives complaints and suggestions from the student body. The Schedule and Records Committee draws up a timetable for each event, maintains scoreboards, and keeps records.

In addition to serving on these "first line" committees, council members also serve on "second line" committees with student volunteers. These committees include the Referees Committee, which recruits and trains officials; the Equipment Committee, which organizes managers to ensure equipment is ready to go and stored properly; and the Promotion Committee, which publicizes each event. Our council does not include an Awards Committee, since it has been traditional at our school to present only one trophy at year end to the house accumulating the most points.

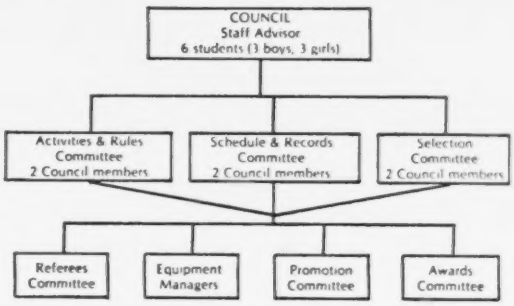

FIGURE 1. A Sample Intramural-Rec Sports Council and Committees

Use Your Imagination

Too often the word "intramurals" conjures up in students' and teachers' minds a picture of floor hockey and volleyball, *period!* With this restrictive definition, there's little wonder that intramurals have struggled along. Organizers of successful intramural programs across North America have discarded this narrow view and have instead adopted an imaginative "anything goes" approach. The following is a list of ideas that must be considered if you are going to be successful in attracting students to your program.

Tournaments
—one shot affairs
—no recurring time commitments
—can be an unusual event, e.g., monopoly tournament, or more conventional, e.g., 2-on-2 basketball, 3-on-3 volleyball

Nontraditional Games
—innovative variations of traditional games, e.g., bucketball and crazy cricket, which are zany versions of softball

Alternate Intramurals
—a method of reducing competitiveness by eliminating team affiliation and playing the game for its own sake (for more information, contact authors)

Organized Free Play
—some students just want to play—no leagues, tournaments, etc.
—organize a volleyball day: no referees schedules—you just show up to play

New Games
—noncompetitive fun games, e.g., parachute games, log roll

Cooperative Games
—examples are blanket volleyball, cooperative standup

Novel Games
—something different, unusual, zany, e.g., siamese soccer, turkey trot, wrist wrestling, flying bedstead race

Special Events
—organize an aquatic day, mini Olympics, 10-pin bowling extravaganza.

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Preventing Injuries in College Intramural Sports

Lawrence Sierra

Since every type of sports activity offers some risk of injury, with the nature of the sport dictating the type and frequency of injuries which may be expected, accident prevention procedures must be employed in an effort to minimize the occurrence of such injuries. The following is a discussion of several ways in which injuries may be prevented in intramural and recreative sports.

Selection of Participants. While safety consciousness on the part of participants can contribute a great deal toward reducing accidents and injuries, it is the careful selection of the participants that is of the utmost importance when developing a comprehensive program for

any activity. A policy of planning competition for participants with near equal skills and abilities minimizes the dangers of accidents and injuries. Competition between high school and college students or between senior high school and junior high school students, for instance, increases the possibility of injuries because of differences in maturation. Varsity athletes should be excluded whenever possible from intramural competition because of the advantages they receive from training and coaching. Every effort should be made to keep competition on a level equal to the abilities of all those participating.

Considerable emphasis is placed in some cases on numbers of students participating in recreation programs. Frequently, in an effort to increase the number of participants, the welfare of the students is neglected. Emphasis on numbers at the expense of the safety and physical condition of those who participate can be self-defeating, for it has been found that if activities are conducted in a worthwhile manner and if safeguards are adopted to protect the student, more enthusiasm for activities is generated and many more students participate.

Just as interscholastic and intercollegiate athletes commonly have medical examinations prior to participating in competitive sports, so a medical examination should be a requisite for the health protection of the intramural participant as well.

Coaching and Teaching of Skills. The unskilled person runs a greater risk of incurring injuries, since he does not know how to handle or position himself to exert maximum effort with the least strain. Knowing the rules, techniques, and strategy of a sport is extremely important. For instance, at Michigan State University, a higher rate of injuries occurs to freshmen in the intramural program than to upperclassmen, simply because they lack experience, especially in touch football.

Even though much of the burden of learning an activity is placed on the individual, at Michigan State certain situations are created to help him develop a proper skill level. Prior to the season, team managers hold meetings at which touch football films depicting correct play are shown and rules are discussed in depth. On such a large campus it is more expedient for intramural staff members to go to the residence hall complexes for pre-season conferences with the students. During the playing season each game supervisor and official is instructed to critique the games played and to point out and discuss repeated violations at half-time and at the end of each game.

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Training and Conditioning. Training and conditioning are important factors in injury prevention and control. Opportunities for practice and conditioning should be made available before every scheduled competition.

Where it is not possible to provide these opportunities, modifications of the rules should be made to minimize injury to improper conditioning. The boundary lines of the court or playing field can be shortened. The periods of play may also be shortened to minimize fatigue, or running time may be substituted for timed periods where the clock is stopped in actual play. In intramural soccer at MSU, for example, a smaller field (105 x 60 yards) is used in place of the regulation 120 x 75 yard field and the quarters are shortened from 22 minutes to 12 minutes. Intramural hockey is handled in a similar fashion. Although the rink is regulation size, the periods are shortened and running time quarters are utilized. Since ice-time is at a premium, practice sessions are limited. However, all teams are required to have at least one practice session during the week prior to scheduled contests. These sessions are fully supervised, as are all contests.

Protective Equipment. The kind and amount of protective equipment used is determined by the rules of the sport in which an individual is competing. Whenever possible, equipment should be furnished to ensure safety. Where provided, equipment should fit, be free from defects and safe for use, and be inspected regularly to ensure that it is in good working order.

Students should not be required to purchase expensive equipment. The use of cleated shoes in touch football should not be optional, as cleated shoes provide distinct advantages in running, cutting, and blocking.

Frequently, protective equipment such as helmets and shoulder pads tends to create more reckless play as the players disregard their own safety. New lightweight plastic or inflated vinyl headgear should be explored for their eventual use.

The problems of cost and the mechanics of issuing, retrieving, and sanitation of large numbers of helmets must be considered. Other administrative problems to be faced include the need

for policies to ensure that students wear eyeglass guards or safety glasses and that mouth pieces are worn in all contact sports. Exceptions should not be made so a contest can continue; rather, contests should be stopped before exceptions are made.

Safe Play Areas. Playing areas and fields should be level, well-drained, without mud or dust, and free of obstacles. Some areas may have to be fenced or situated so that participants cannot run into the street, buildings, or other obstancles. Playing areas should be well-defined for different activities and efforts should be made to use appropriate methods for making them as safe as possible—for example, through the use of padding on walls, restraining lines for players and spectators, or bright colors to define obstacles.

Supervision and Officiating. Officials and supervisors play an important safety role not only in enforcing rules but also in being alert for signs of injury or illness among the contestants. It would be ideal if intramural games could be played without officials, except perhaps for timing purposes and to make calls that players cannot see. Players should be oriented to the philosophy that the official is not out to catch him, that it is his responsibility to play within the rules and that it is not solely the official's responsibility to make him control his personal actions. Good understanding of this relationship leads to a healthy atmosphere and better play.

Up to a point, the more officials assigned to a specific game such as touch football, the fewer injuries will occur. Well-placed officials can be at the point of action more quickly and be able to keep play moving with greater continuity. Penalties should be commensurate with the severity of the injury potential of the violation. For example, offensive body blocking, shoulder blocking downfield, clipping, tripping, and unnecessary roughness all draw a loss-of-ball penalty at the line of scrimmage or point of greatest loss.

Accident Reporting and Injury Costs. One philosophy concerning injuries is that if the intramural program is sponsored by the university and students are encouraged to participate and use the facilities provided and maintained by the university, the university should be responsible for injuries occurring during a supervised and scheduled contest. During the school year 1969-70 at MSU, the total charges for all health services rendered to students as a result of intramural sports exclusive of professional fees totaled $9,255.85. Beginning with fall 1970, students were made responsible for all costs for any injury incurred during intramural contets. That year the number of injuries reported and the number of injured students reporting to the health center dropped drastically. In my opinion, in previous years when students have been injured and have had their injury costs covered by the university, a few law suits may have been prevented. In my estimation, if the university continued to assume costs for student injuries, it is likely that fewer individuals would be walking around with untreated injuries because they would be more willing to seek treatment for injuries.

The primary concern when an injury occurs is not the mechanics of recording the injury and how it happened, but that of initiating appropriate first aid and emergency care for the injured student. Efforts have been made at MSU to develop an effective accident reporting system to help in the prevention and control of accidents and injuries. All intramural staff members are asked to report all injuries occurring in the activities they supervise. Since they are made aware of the possible uses for these accident reports, they are more inclined to complete the accident report form in a manner that will give as clear a picture as possible of the accident. Reports from the health center on students who have been injured are helpful because an indication is given by the physician of whether an injury is major or minor and whether the student's participation is to be restricted.

First Aid and Medical Treatment. Prompt medical treatment should follow and supplement good first aid and emergency care for injured students. Intramural supervisors need to be qualified to carry out first aid and emergency care policies to help minimize further injury. Appropriate transportation of the injured to the health center by the campus police and the availability of an on-call physician in the health center helps to ensure prompt treatment of the injured.

Injury reports from the health center together with the injury reports completed by the intramural supervisors are helpful in determining what needs to be done to improve the quality of the intramural program so that students get the most out of their participation in intramural sports with a minimum of accidents and injuries. □

Injuries and Intramurals

J. D. Parsley

J. D. PARSLEY is intramural director at the College of St. Thomas, St. Paul, Minnesota 55105. He is now serving as contributing editor for the "Intramurals" column.

One of the most neglected areas in the field of intramurals is caring for the injured participant. Contact sports, in particular, are responsible for a large number of injuries to students. For example, on most campuses touch football is a popular intramural activity that takes its toll in injuries. Unlike intercollegiate or interscholastic football, protective equipment is virtually nil, but aggressiveness and fierce contact are still evident. The end result? Injury.

What are you doing as an intramural director to see that your participants are getting the best care possible?

I suggest the following format as procedure in caring for injuries.

1. Require intramural supervisors to complete a course in athletic injuries or first aid.
2. Require officials to report all injuries to the supervisors on duty. The supervisor will then proceed with emergency measures.
3. Have a working agreement with the school's athletic trainer, whose responsibility can and should include intramural participants.
4. Require all supervisors to carry the emergency telephone number of your local hospital. Speed is extremely important if a serious injury occurs.
5. Require that an injury report form be filled out by the supervisor. This report should be kept on file as you will no doubt have to refer to it at a later date regarding insurance claims.

These procedures are easy to implement and if done with care will lessen the confusion that occurs at the time of injury.

It is vital that every intramural participant carry medical insurance. A severe injury to an individual without insurance could impose a severe financial burden on the injured participant and could lead to a lawsuit with you, the intramural director, being the defendant. □

A NISC Feature: Financing Intramurals

Where does the money come from to finance the intramural activity programs sponsored by schools and colleges? Can budgets for intramurals be increased by tapping additional sources of funds? Because such questions of financing are of vital concern to administrators and all those working with intramurals, the National Intramural Sports Council addressed itself to the problem and solicited information about methods of finance from intramural personnel around the country. Presented here are brief descriptions of methods currently in use. AAHPER members who have found success with other ways of raising funds are encouraged to share their experiences by writing to: NISC Executive Committee, c/o AAHPER, 1201 16th St., N.W., Washington, D.C. 20036.

Regular School Budget

At the Adams Middle School in Holliston, Massachusetts, the entire intramural program costs are borne by the school budget. No fund raising activities are used.

The three-season program provided for the 1,230 students, grades 5-8, was operated last year for a total cost figure of $4,593. Intramural supplies are budgeted at a low $290 because regular physical education department supplies are utilized as much as possible. The supplemental intramural figure provides for activities not in the PE curriculum, such as ping pong. A sum of $175 underwrites the cost of awards. Permanent trophies for each team sport add the name of the new champion each year.

Supervisory costs for the program add up as follows:

Grades 5 and 6, a five-day-a-week program
Fall: 50 days × 4 supervisors/day @ $4/hr = $800
Winter: 60 days × 3 supervisors/day @ $4/hr = $720
Spring: 35 days × 4 supervisors/day @ $4/hr = $560
Grades 7 and 8, a four-day-a-week program
128 days × 4 supervisors/day @ $4/hr = $2,048

The program provided offers a variety of activities for each grade level and includes: flag football, folk singing, cross country, kickball, cheerleading, track and field events, soccer, field hockey, chess workshop, basketball, free throw tournament, gymnastics, volleyball, newcomb, badminton, ping pong, softball, horse shoes, and frisbee.

Mosby Turner, intramural coordinator, holds costs down through the volunteer services of the Grade 8 Officials Club. Members, all trained by Turner, make it possible to run as many as six different activities after school, a number far too large to be handled by the available faculty supervisors. The need for increasing participation, rather than economy, initially fostered the formation of the Officials Club.

The Adams Middle School intramural program has received the full support of the Holliston School Committee since its inception. Chairman Thomas A. Lyons described it on the Town Meeting floor as one of the best dollar values for the taxpayer in the school budget. "A good intramural program such as ours involves many students in activities at an important formative time of their lives. It helps to give students the fundamentals of any sport program they may aspire to in later years. The Holliston School Committee each year appropriates approximately $5,000 to support the intramural program and this sum of money is without doubt one of the best investments our Committee makes."

General Fund

The Cobb County Public School System, Marietta, Georgia, through its general fund, allocated a $3,600 salary supplement for intramurals to each of the seven middle and three junior high schools (12,106 students) in the system. The supplements, ranging from $800 to $1,500 (for directors), are apportioned among staff in each school, by the school principal and intramural director.

"It is the intent of the Cobb County system to provide each student with the opportunity to experience participation in an organized program of intramurals involving a balance of individual, dual, and team sports," states Paul L. Hildreth, physical education instructor and intramural director for Floyd Junior High School, Mableton. "The schedule of activities is unique to each school, in keeping with its facilities, equipment, age level of students, and structure of the physical education department. Whenever possible, intramural activities correspond with the instructional program." An intramural handbook for the county (prepared in 1973-74) provides common bases for systemwide implementation of programs in terms of goals and objectives and allows for individual teacher and pupil differences in the process of achievement of stated goals and objectives.

Pat Logue, intramural director at East Cobb Middle School, Marietta, one of the Cobb County public schools, adds additional notes about financing. "Each spring the intramural director and the chairman of physical education meet to make decisions about buying equipment to be used in both the PE service classes and the intramural program, from the funds allotted to the department for necessary equipment each year." The principal sets aside $200 from general funds for East Cobb's intramural budget to buy awards, such as ribbons and patches.

When East Cobb offers golf, ice skating, and tennis, fees are charged to play at local facilities. In return, the public recreational facilities provide medals to each student who participates and award trophies. Since no money is allotted for transportation to and from public recreational facilities, volunteer parents help with transportation. It is handled on a week-to-week basis by members of the school's Triangle Club, made up of parents interested in performing real services to the school. These parents work directly with teachers, students, and staff in a cooperative effort to increase the effectiveness of school programs.

Special Appropriation

During the 1973-74 school year, the school board of Palm Beach County, Florida, authorized a committee to study discrimination in the system. One of the changes resulting from the study was an appropriation of $32,000 for intramural programs in the secondary schools. These monies are allocated to the schools using the formula of $.90 for each student enrolled. These funds are to be used only for supplies and equipment used in intramural programs and for salary for an intramural director ($300); they are entirely separate from athletic and physical education funding.

In addition, the school board provides a teaching supplement of $100 for each intramural unit. A school may have one unit for each 100 students, and each unit must last at least 20 hours. No staff member is allowed to operate more than four intramural activities during the year.

Caroline Sigmon, physical education teacher and intramural director for the Forest Hill High School (2,200 students, grades 9-12) in West Palm Beach, reports they have intramural units for both boys and girls in wrestling, golf, tennis, basketball, flag football, volleyball, softball, slow pitch baseball, gymnastics, bowling, badminton, and recreational games. Most of the units are held during the lunch hour, but for those scheduled after school, an activities bus is provided for the students who are bussed into the school district.

General University Education Appropriations

Virginia Polytechnic Institute and State University, in Blacksburg, with a student population of 17,500, offers an intramural program of 78 team and individual sports for undergraduates and 18 for faculty/graduate students. Over 9,000 undergraduate students and 600 faculty-graduate students participated in one or more activities last year at a cost of $1.25 per year per participant.

Budget allocations for the intramural program are received directly from the College of Education, upon approval of the University administration, from the general university educational appropriations. The intramural program is under the direct control of the Division of Health, Physical Education, and Recreation, a part of the College of Education, but its allocations are separate from the HPER division. The allocation from the general fund is the only source of funding for the intramural program. No resources are received from student fees or other agencies.

At VPI, intramurals are recognized as an integral part of the educational process, reports Paul H. Gunsten, director of recreational service activity programs. They are, accordingly, funded from the general education budget, the same as other disciplines.

Physical Education Budget Support

Overall funding for the intramural program at the College of St. Thomas in St. Paul, Minnesota, comes from the physical education budget. The physical education revenue is received directly from the general operating fund of the College.

The intramural budget consists of two categories: (1) equipment and supplies and (2) student help. The first category covers all tangible items necessary for operating the program, which serves the student body of approximately 2,000 men. The second category includes both student assistants and student officials.

The intramural director annually submits a proposed budget to the chairman of the physical education department, who includes the request as a part of the total physical education budget. The budget officer for physical education accounts submits the budget to the College Budget Committee for final approval.

J. D. Parsley, intramural director for the College of St. Thomas, describes an additional method of financing for one

activity. An admission fee is charged for the semifinal and final bouts in intramural boxing, in order to pay for a boxing ring, the cost of which would otherwise have been prohibitive. Any excess money is put into the general fund, to be distributed as a part of the overall funding. (Parsley does not necessarily advocate either boxing as an activity or charging admission for viewing an intramural activity, but because of the intense interest created in boxing as an elective physical education class, it was added to the intramural program. The only feasible way to cover expenses was to charge admission.)

General Funds Plus Student Fees

The intramural/leisure activity programs at the Catonsville Community College in Catonsville, Maryland, are funded primarily through college operating funds. A small percentage of funds are appropriated through the student activity fees. The College recognizes that the intramural/recreational experiences are valuable to the overall educational programs offered. The college administration, along with the Division of Health, Physical Education, and Recreation, provides strong support for the leisure activity needs of the college community.

Federally funded work study students, supervised community college field workers, and university interns are utilized to supervise, lead, organize, and officiate intramural/recreation activities, says Larry R. Williams, coordinator of recreation and intramurals. Along with professional staff they help to carry out a diversified leisure activity program for students, faculty, staff, and community residents.

Student Fees and Concession Accounts

For several years the intramural/recreation program at Texas Tech University has received operational support through funds derived from student service fees and from campus concession accounts. Allocation from these two sources have provided the 22,000 students with ample financial support for the ongoing programs.

The intramural/recreation budget is funded through action taken by a University-wide Allocations Committee composed of student government officials and administrators of the University. The budget is funded strictly upon justification and not upon any pro rata basis in reference to men and women who have paid the fees. The Intramural/Recreation budget for the current year is a little more than $100 thousand. Of this sum approximately $20 thousand is allocated to the budget from the campus concession accounts, with the balance being provided from student service fees. The campus concession accounts are those funds that the University derives from normal contractual relations with vendors who provide the University with food and drink concessions. At the present time, this position enables the University to assess the students a fee which is somewhat less than would be required were the concession account funds not available.

Every student at Texas Tech University (undergraduate and graduate) is assessed a required student service fee which is based according to the credit hours enrollment. The structure of this fee for the academic year 1974-1975 is as follows:

Credit Hours Enrolled	*Required Fee*
1	$ 2.25
2	4.50
3	6.75
4	9.00
5	11.25
6	13.50
7	15.75
8	18.00
9	20.25
10	22.50
11	24.75
12 or more	27.00

The fee structure is divided into four categories. Category 1 involves a required fee associated with those students who enroll for no more than 1 or 2 credit hours. Category 2 is proportioned for those who are enrolled for 3-8 credit hours. Category 3 (which includes the Intramural/Recreation Programs for Men and Women) is proportioned for those students who are enrolled for 9-11 hours. Category 4 involves all students who are carrying 12 or more credit hours.

This graduated fee, structured according to credit hours enrollment, is functioning well for Texas Tech University. University policy regarding reservations and use of various types of equipment for Intramural/Recreation activities requires that students who receive such reservations and equipment must have paid the required fee for Category 3 and/or Category 4.

Administrators interested in more details of fee structure provisions in reference to the services provided within Categories 1-4 may obtain information by writing directly to H. Edsel Buchanan, director, Intramural/Recreation, Texas Tech University, Lubbock, Texas 79406.

Funds for the construction of new facilities, whether they be recreational or academic in nature, come from a source entitled "buildings use fee." This is a fee authorized by the Legislature of the state of Texas, and the fees vary from one state institution to another. At the present time, funds for new areas and facilities for intramural/recreation are derived from this source. The Texas Tech University Board of Regents approves allocations for new facility construction depending upon priorities and justification for the facilities requested.

Student Activity Fees and Entry Fees

All intramurals at the University of Colorado, Boulder, are student and participant funded through student activities fees and entry fees. Enrollment at the University in Boulder is about 20,000 students with a participation in intramurals of 9,400. Participation is open to all students who have paid their activities fees and to paid members of the recreation center. Rates for nonstudent members are different, depending on the group; for example, faculty-staff pay $25 semester, alumni $115/year, and community members $165/year.

Each student pays an $81 activities fee per semester, about $22 of which goes to the Recreation Center. Of this $22, $15 goes to pay off the bond issue for the building of the new center which opened in February 1972. The rest is for the operation and program aspects of the Recreation Center, such as club sports, women's athletics, aquatic programs, ice rink utilization, mountain recreation, equipment and services, open recreation, and general administration of the building.

The total budget for intramurals is approximately $48,300. This covers ev-

erything: part-time student employees in the capacity of supervisors, officials, scorekeeper/timers, and two secretaries; supplies; equipment; maintenance such as lining fields, etc.; awards; and salary for a coordinator and assistant coordinator of intramurals.

Entry fees are an important source of revenue. An entry fee is charged per team, some of which helps pay officials and a lesser amount pays for awards.

Team entry fees run from $3.00 for unofficiated volleyball leagues to $18.00 for the more involved sports, such as ice hockey, football, or basketball. Competition in team sports is generally round robin within leagues with single or double elimination playoffs among leagues. The entry fees do not totally pay for the student employees (supervisors, officials, and scorekeeper timers). The awards, however, are totally paid for from the entry fees. Individual sports have an entry fee of about $1.00.

Currently, reports Carol Thieme, assistant intramural coordinator, in the Recreation Department, the University of Colorado makes available some 40 intramural sports and events, including men's, women's, and coed activities. The philosophy is that the people participating should help defray the cost, rather than having those who do not compete pay more than they already have, and so the intramural program is totally funded through student activities fees and participant fees.

A Percentage of Student Activity Funds

At Palm Beach Junior College, the intramural program is funded from the student activity fee. Since intramurals are considered as an extracurricular program, the funding is also outside the regular matriculation fee charged students. The student activities fee is $15 per semester. At the present time, according to Roy E. Bell, director of intramurals, the program receives 8.5% of the fee. This percentage was established several years ago by a committee composed of representatives from all the extracurricular activities. The distribution is reviewed annually by the committee and revisions are made to include new activities in the system. The student body, by a referendum vote, has earmarked one third of the student activity fee for athletics.

The percentage distribution system has allowed each activity relative financial security, and there are other advantages. Since all students pay the fee (part-time students pay a pro-rated fee), all are eligible to participate in the intramural program. The flexibility in the funding system allows the program to adjust to changing student preferences for activities. All changes are determined by expressed student needs. Any unexpended funds may be carried over to the next year, which makes it possible to provide for expansion.

Starting with the 1975-76 school year, Palm Beach Junior College will change to a per credit hour fee replacing the system presently in use. Already the Board of Trustees has reaffirmed the percentage distribution system in support of all extracurricular activities programs. The percentage distribution formula will be applied to one dollar per credit hour earmarked for student activities, and the intramural program will receive 8.5%, or 8½ cents per credit hour. Projected figures for next year indicate that intramural income will remain within a workable range and continue to provide security in support of intramurals.

Student Fees Plus PE Supplies

Wayne Community College, Goldsboro, like other state-supported institutions in North Carolina, receives no funds for intramural activities from the state.

State funds are allotted for physical education programs, and any equipment and materials that are approved for PE curriculums may be used for the intramural program. Activities for which materials or equipment are not available through PE supplies at Wayne Community College are paid for through student activity fees. These fees are controlled by the Student Government Association, and the intramural budget is submitted to the student government each year. Trophies, travel, shirts, officials, materials and equipment are all included in the budget. Allocated monies, activities, and schedules for intramurals are coordinated through the Student Services Department by the coordinator of student activities.

Jim Bennett, Department of Physical Education, adds that Wayne Community College no longer participates in intercollegiate competition (intercollegiate athletics in North Carolina receive no state funds). Their goal is to involve all students in activity that is of interest and enjoyable to them, and the program is continuously expanded and adapted to include innovations suitable to their students and situation. The Isothermal Community College, Spindale, North Carolina also offers an intramural program to its student body of 700 with funds from student activities fees. Students pay $10 per fall quarter, $10 per winter quarter, and $8 for the spring quarter.

The director of intramural programs submits an annual itemized budget to the Student Activities Fees Committee. It is then approved by the Student Government Association, Executive Committee, and the Board of Trustees, in turn, reports Janet F. Smith, chairman, Division of Life Sciences.

Standards and Guidelines for Intramurals

Intramurals, recognized as an integral part of the educational experience, must meet standards and guidelines which will assist in the administration of organized programs at all educational levels. It is the responsibility of each educational institution to provide a program of recreational activities commensurate with the needs and interests of the institutional community, in concert with the adopted school philosophy, and within the limits of their facilities, personnel, and finances.

This statement is intended to assist school and college personnel in the organization and administration of quality intramurals, which are defined as "any program of activities offered to enable students and others opportunities for fulfilling growth, developmental, and recreational needs." It was developed by a task force of intramural directors and school and college administrators under the auspices of the National Intramural Sports Council, sponsored by the National Association for Girls and Women in Sport and the National Association for Sport and Physical Education of the American Alliance for Health, Physical Education, and Recreation.

General Objectives

The complexity of the modern world, the diversity of our population, cultural pluralism, and the need for national consensus have combined in their impingement upon the individual personality to endow intramural programs with dynamic new urgency and importance. All intramural programs should have specific objectives based on the needs of the constituents to be served. While institutional objectives will vary and may be unique in character, it is possible to broadly categorize them in the following way: physical (motor skill, fitness); mental (cognitive, value clarification, assimilation); social (interactional, intracultural); emotional (stress release, self-image), and leadership (provision for and use of leisure).

Participants

The raison d'être of intramural activities is the participant. The nature and scope of programs are based on participant interests, desires, and needs. The basic qualification for participation is interest. The individual participating may be any bona fide member of the institutional community who is interested and who is willing to abide by the operational rules and regulations of the programs in which he or she becomes involved.

Leadership and Personnel

Qualified and dynamic leadership is essential to the implementation of an effective and comprehensive program of intramurals. The key to the intramural program is a competent, concerned director. The director of intramurals must be knowledgeable about growth and maturation patterns and be sensitive to student needs, desires, and concerns. Competent assistants in coordinating and officiating capacities are also essential. Each, however, must be continuously aware that the heart of the program is the participants and that the program must be shaped to their needs. Provisions must be made for:

1. Director of intramurals

Qualifications for a director should include:

- —College degree with professional preparation in intramurals, preferably with a degree in administration in such programs
- —Working experience in intramural programs
- —Broad knowledge of sports and leisure activities and their organization for competitive and recreational programs
- —Working knowledge of budgets and financing programs
- —Sensitivity and capability in human and public relations

2. Student Involvement

Students are needed to provide a direct line of communication between the professional staff and participants and for leadership in planning, organizing, supervising, administering, and evaluating activities. Qualifications for students in leadership roles should include:

- —Sincere desire to be of service to their peers
- —Respect for and of their peers
- —Mature judgment
- —Willingness to accept and follow rules with a commitment to the intramural program
- —Broad working knowledge of the intramural program

3. Officials

Qualifications for trained officials to officiate in intramural activities should include:

- —Thorough knowledge of the rules and interpretations
- —Working knowledge of the mechanics of officiating
- —Good judgment
- —Practical experience
- —Ability to make unbiased decisions, especially under pressure, and skills in human relations

4. Auxiliary Personnel

Qualifications for auxiliary personnel to assist in supervision and coordination of the program should include:

- —Sincere interest in the program
- —Skills commensurate with their responsibilities
- —Knowledge of policies and procedures under which the program functions
- —Desire to be of service to all involved in the program

Program

Intramural programs vary in nature to fit existing conditions. There is no set program that will meet the needs and provide optimum participation for all situations. There are, however, certain standards and guidelines pertaining to programming which can be applied in any educational setting. Therefore, provisions should be made for:

1. Planning

The area of planning takes into consideration:

—Availability of facilities, time, and clientele
—Supervisory capability
—Existing policies and procedures
—Financial support
—Cultural, ethnic, environmental, and socioeconomic factors
—Philosophy of the institution

2. Activities

A wide range of activities is needed to provide maximum opportunity for participation of students according to their needs, interests, and capabilities within the limitations of the local situation. Activities should be:

—Both competitive and recreational by nature
—Physically vigorous and intellectually challenging
—Structured and nonstructured
—Both comprehensive and reflective of special needs

3. Rules

Intramural rules should support the concept of fair play and safety for the participant. Rules and regulations should be:

—Flexible so as not to hinder enjoyment
—Designed to ensure balance of competition
—Consistent with existing school policies and regulations
—Protective of the health of each participant

4. Recognition for Individuals Who Participate

Satisfaction from participation affords the ideal recognition. In addition, recognition may appropriately be derived from:

—A system of awards reflecting the need for motivation and promotion in keeping with philosophic perspective and economic variables
—Extensive use of media resources

Financing, Facilities, and Equipment

Financing, facilities, and equipment, while vitally important, need not necessarily dictate the nature or quality of the intramural program. Adequate financing, facilities, and equipment can enhance opportunities for participation, accommodate varying interests, and provide flexibility and comprehensiveness of programs. The success of effective intramural programs is highly dependent upon appropriate administration of existing finances, facilities, and equipment. Therefore, provisions must be made for:

1. Financing

There should be dependable financial support, just as for other educational programs. Financial planning should take into consideration:

—Participation potential
—Projected activities
—Facility and equipment requirements
—Personnel

2. Facilities

Functional facilities, designed to provide settings for optimum and safe participation, are needed.

Provisions should be made for:

—Priority scheduling for structured and unstructured activities
—Equitable service to the total clientele to be served
—Implementation of a wide variety of activities

3. Equipment

Considerations for equipment in sufficient quantity and condition to ensure utilization by all participants should include:

—Availability
—Maintenance and storage
—Planned program of utilization

Evaluation

It is the responsibility of each institution to develop and implement guidelines for the constructive evaluation of current as well as anticipated intramural programs. The word "evaluation" is not synonymous with comparison because of the unique nature of various programs. Consequently, each governing body should make provisions for internal evaluation which is ongoing and inclusive. Provisions should be made for the periodic implementation of external evaluation techniques. Steps must be taken to ensure the compatibility of the evaluation methods used. Any evaluation is futile unless the data compiled are effectively employed.

Current evaluative procedures and instruments include:

—Participant evaluation
—Participation records
—Questionnaires and interviews
—Check lists
—Consultants
—Experimental research
—Personnel evaluation
—Suggestion boxes
—Video tapes

Administration

Implementation of a strong intramural program can provide benefits equal in importance to those of others disciplines. The greatest accomplishments in the area of intramurals are likely to result when the program is made a separate administrative entity of the institution concerned.

TASK FORCE TO DEVELOP STANDARDS AND GUIDELINES FOR INTRAMURALS

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Checklist for Procuring an Intramural-Recreation Program Sponsor

Steven A. Sherman

In these times of rising costs, declining student population, and yet increased demands for service and participation opportunities, intramural-recreation directors are faced with growing financial challenges. To maintain program quality and to ensure continued growth in the future, there will be a need to seek new sources of revenue. Preo,[1] in his article on educational validity and financial integrity, reviews several opportune methods of raising revenue for one's program. These methods included rental fees, faculty and alumni fees, pro-shop operations, and specialized programming. Similar fee type suggestions were presented by Ostrander[2] in terms of financing programs. Maas,[3] in his presentation on the involvement of a local fast food restaurant, comes closest to the direction this article will proceed—namely, how to procure commercial sponsorship of intramural-recreation programs. The objective is to provide the reader with a guide or checklist proce-

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dure for instituting such a program on one's own campus.

Step 1. Determine the Feasibility of Utilizing a Commercial Sponsor For Your Program.

This would include examining institutional and departmental philosophy and regulations with regard to outside contributions and the types of sponsors that would be acceptable for your program. Make sure you have approval of necessary college offices for seeking such assistance before beginning. For example, if philosophy or legality prevents you from entering into an agreement with a sponsor engaged in the sale of alcoholic beverages it would be inadvisable to pursue this avenue of assistance. Included in this feasibility determination study should be two other factors. The first is to decide if additional financial assistance is required and the second should be a concern with one's ability to successfully provide a program for the sponsor. *Remember,* you represent your institution as well as the intramural-recreation programs. Preo's suggestions on merging the considerations of financial integrity with education validity are good points to heed. Once you have decided you want and can accommodate commercial sponsorship you are ready for Step 2.

Step 2. Determine the Desired Extent and Financial Involvement of the Sponsor.

This phase involves selecting the type of event for which sponsorship is desired (e.g., special event or league, short or long term involvement). When determining the type of event, try to be aware of those activities that might have some special attraction or usefulness to a local commercial sponsor.

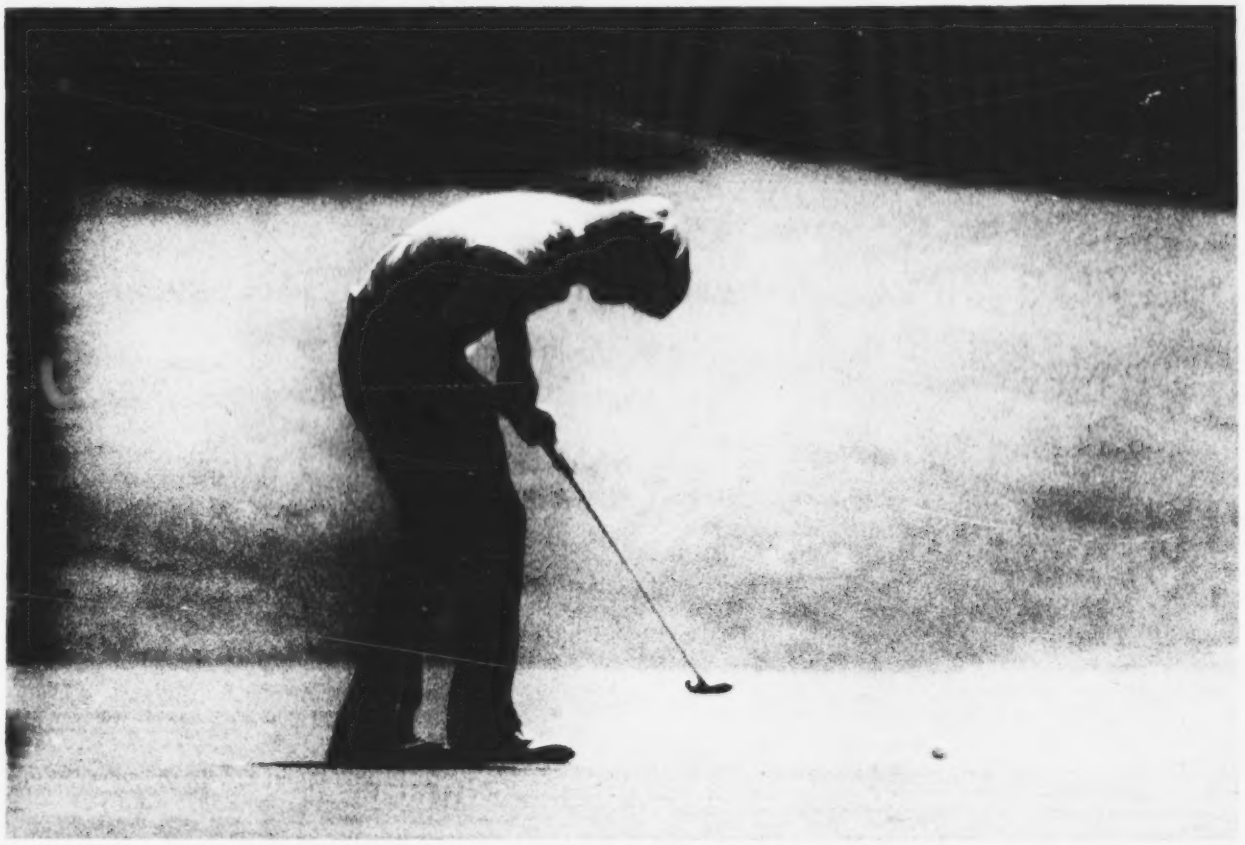
Step 3. Identify Prospective Sponsors in Your Campus Community.

Step 4. Prepare a Short But Complete and Interesting Proposal for the Potential Sponsor.

This proposal should include a complete description of the program, the benefits for the sponsor and an accurate budget. Highlight the strong points of your program that would serve to establish worth for the sponsor. *Remember:* You are not asking for charity but anxious to engage in a legitimate venture that would benefit two parties, *you* and the *sponsor.* Include in your package information on the extent of participation in your program. Let the sponsor know how many people on campus the intramural-recreation programs are able to reach directly, as well as your program's growth potential. The prospective sponsor will be asked to provide dollars in return for positive local exposure. Be ready to suggest direct means of exposure available to the sponsor in your proposal, such as intramural t-shirt awards, coupons, advertising, or other promotional items. Try to slant your proposal toward the potential sponsor's commercial operation and the type of assistance which your special program could provide. Be able to develop one general proposal which, with slight modifications, could be used for different sponsors.

Step 5. Contact the Prospective Sponsor and Arrange a Meeting to Discuss Your Proposal.

This may be the most difficult point in the procedure. Phone contact or a personal appointment are usually the best means for this step. If not feasible, mail the sponsor a copy of your proposal with a personal cover letter requesting a future chance to discuss matters personally.



Step 6. Choose the Sponsor that Best Fits Your Needs and or Meets the Philosophical Guidelines of Your Institution and Program.

Hopefully, interest will be such that you can make a choice. There is always a good possibility of no interest. *Do not get discouraged.* Getting a good sponsor, one that meets your pre-developed criteria, is not often an easy task. *Remember:* Be patient, be persistent and be willing to compromise (only if it is not to the detriment of your program or institution).

Assuming You Now Have Secured A Sponsor

Step 7. Organize, Define and Agree on Definite and Workable Expectations for Sponsor and Program.

Make sure that the sponsor understands all limitations as well as potential benefits. The successful working relationship between you and the sponsor can be crucial for any future involvement with other sponsors. *Remember:* Do not promise what cannot be delivered.

Step 8. Prepare a Written Agreement (Contract).

Step 9. Have Agreement Reviewed (if necessary) by Legal College University Counsel.

This should include determination of any unusual liability risks or insurance needs for either party. The term, if necessary, was added because some commercial arrangements may not even require a formal agreement as they may be covered by general policy. Your best, sound judgement as a professional is required here. When in doubt, get approval of higher authorities in writing.

Step 10. Sign the Agreement.

This could be in the form of a letter outlining all aspects of the program and sponsor involvement to be signed by the sponsor. Your original proposal will be most helpful here. Confirm when and how sponsor is to deliver money, awards, or promotional materials.

Step 11. Get to Work—A Successful Program Always Helps.

Step 12. Promote the Program and the

Step 13. Keep the Sponsor Informed and Involved.

The extent of this will be based on your judgment, the agreement and the nature of your working relationship with the sponsor. Make sure you keep accurate (and positive) records on this program for final evaluation. Also, it is a good idea to retain for your records copies of everything—promotional materials, advertising, correspondence, photographs, etc., for future reference.

Step 14. Write a Thank-You Letter to the Sponsor.

No matter what the final outcome of the program and commercial sponsor's involvement, (hopefully, it will be positive) a final note ending things on an upbeat is always a good administrative procedure.

Step 15. If It Works—Try to Make It an Annual Event.

If your program has benefited, try to get the sponsor involved on an annual basis or to a greater extent. This can be helpful in future program budget decisions. Remember: Before proceeding, always evaluate in terms of program and institutional philosophy. You do not want a sponsor to take over.

Each program with its potential sponsors is unique and should be treated as such. You may want, for example, to think about this concept only for extramural events in association with other schools or only for special events. This checklist was developed as one tool to be used as a guide for professional use in securing the services and support of a commercial sponsor in an intramural-recreation program.

[1]Preo, Larry. "The Perfect Marriage: Financial Integrity with Educational Validity." *NIRSA Journal*. Leisure Press. March 1977.

[2]Ostrander, Harry R. "Innovative Methods of Financing Your Programs." NIA Proceedings XXIII, 1973 (in Peterson, J. and Preo, L. *Intramural Directors Handbook*. Leisure Press, 1977.

[3]Mass, Gerry. "Commercial Involvement in Intramurals: McDonald's Restaurant Involvement in Intramural Sports Publicity at Iowa State University." NIA Proceedings XXIV, 1974 (in Peterson, J. and Preo, L. *Intramural Directors Handbook*.

VISIBILITY—The Key to Building a Successful Intramural Program

Lloyd Wasmer

At Downers Grove (Illinois) North High School, the intramural program as it is presently constituted is in its third year. It now offers 40 activities during the school year, including team sports, individual sports, free play activities, recreational opportunities, and even community-oriented events that feature adults and students participating together.

We believe strongly that the visibility of our program is mainly responsible for its rapid growth. While many of the ideas used to make the program visible are not original, they have proven so successful that more than 700 students and 100 adults have taken part in the fall program. Many (most notably, the students) have taken part in more than one activity since the offerings are available before school, after school, in the evenings, and on Saturdays. How did we make our program visible? The publicity items discussed in the rest of this article will show you how.

Lloyd Wasmer is director of intramurals, Downers Grove North High School, Downers Grove, Il 60515.

The Weekly Intramural Report

Every Monday the weekly *Trojans Intramural Report* is published. Normally four pages in length, it features results of the previous week's activities, previews of coming events, features on individual performers, and standings in the various sports being played at the time. In addition, we have used items

like "The Weekly Injury Report" (not real injuries, of course), and a local version of "Jimmy the Greek," the immortal "Cal Q. Late" with his weekly predictions. The students look forward to these features with many wondering when they can "get injured" so their names will be on the injury list. The weekly predictions cause quite a bit of conversation, especially when Cal Q. Late is wrong. (And when he is, he hears about it, too.) Three hundred copies of the Intramural Report are printed and distributed each week. The best part of this report is that the average student gets to see his/her name in print and read about his/her accomplishments. We make an effort to mention not just the superior player, but also the average player.

T-Shirts For Champions

One of the first priorities after starting the intramural program was to come up with something which would be meaningful to the students as an award. After getting much student feedback, the idea of awarding each champion a t-shirt was implemented. With the increasing cost of t-shirts, the next step was to find a sponsor who would buy them for us. A sponsor was located who would pay for all the t-shirts in return for having a small replica of his logo featured on the shirts. All the shirts bear the inscription "Trojan Intramurals Champion" on the front. The winner of a shirt can then have whatever he wants printed on the back, at our cost.

Team Uniforms

In the team sports, where teammate recognition is important, we were forced in most cases to play shirts and skins or with one team wearing a target shirt. Some teams did buy their own shirts, and this prompted us to approach local merchants to help sponsor teams. The result was overwhelming. Five local merchants have contributed enough money to buy over 100 jersies in seven different colors. Teams are assigned a color for each game and the shirts are laundered after the games are played. The sponsor's name appears on the front of the jersey and numbers on the back. The colored jersies have helped our officials in calling the games, and the students have responded positively to having uniforms to wear.

Photographs

The use of photographs has helped make the North High School Intramural Program and the people in it visible. Every winner's picture is taken for display on the Intramural Bulletin Board. Action snap shots of students as they participate are displayed on the bulletin board as well, often with comic captions. The students like the display of pictures, and can receive their pictures at the end of the year.

Community Oriented Events

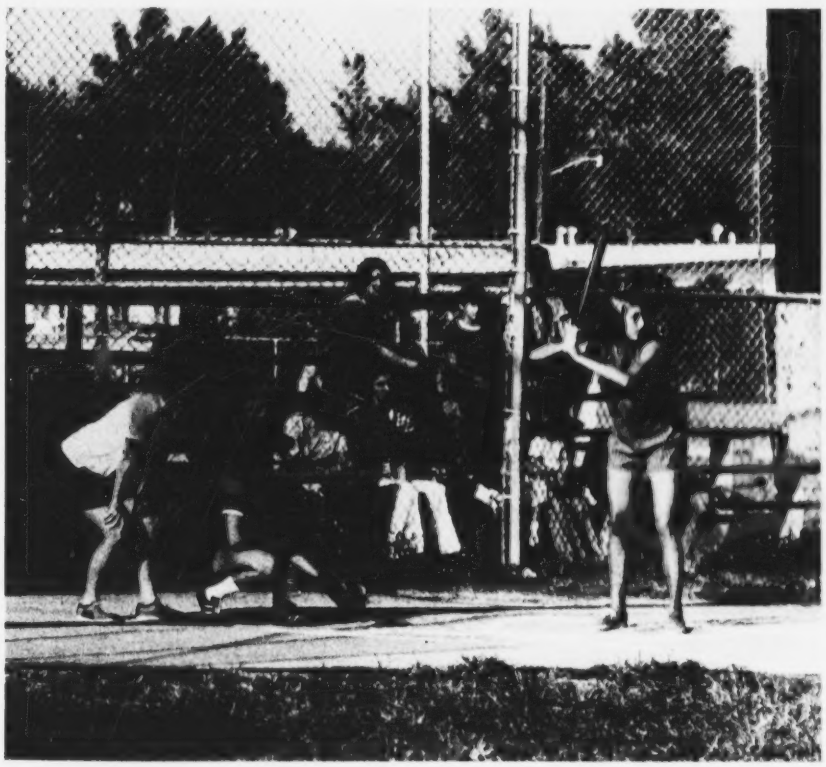
For community-oriented events, evening open gyms are free to the public as well as to the student body. This fall an Evening Volleyball League was conducted. The idea was to have each team composed of adults and students. The league was a big success with over 100 people taking part, almost equally divided between students and non-students.

This year we will stage the Third Annual Trojan Mile. The first Trojan Mile attracted 65 runners, and last year's had over 100 runners. Every runner gets a certificate for finishing. The top male and female in each age division gets a trophy. We also give trophies to the youngest girl and boy to finish the race, regardless of their place. This year we are hoping to get a sponsor to buy t-shirts for the entrants.

Annual Intramural Champions Pizza Party

During the course of the intramural year, players are asked to pay a nominal entry fee for each organized activity in which they participate. The fee is $1.00 per player for a team sport and 50¢ or 25¢ for an individual event, depending on the length of the season. The entry fee is charged for two reasons: (1) because the students gain more of a sense of involvement if they are contributing to the program and (2) because the entry fee money is used to do things for the students. The lettering on the back of the champion's t-shirt is paid for through the entry fees as are gold medals which are presented at various special events.

The bulk of the money, though, goes to finance the end-of-the-year Intramural Champions Pizza Party. Last year approximately 200 intramural champions



participated in the party. Their champion t-shirt is their ticket of admission.

Last year students who had graduated the previous spring returned, in their t-shirts, for the pizza party. This year more previous winners are expected to attend. Former students who return for what amounts to an Intramural Homecoming push the program. Once again, it's visibility that counts.

The ideas described in this article have helped to make the intramural program at Downers Grove North High School visible. Students today want something to do. If they can *see* something that looks like fun, they'll flock to it as they have here—and that's by the hundreds!

Increasing Participation

David H. Moyer

Bayard Middle School's comprehensive intramural basketball program has served as a rehabilitative force in the lives of urban adolescents victimized by the social conditions typically associated with poor and uneducated people—poverty, high unemployment, poor and inadequate housing, rising crime rates, inadequate health and recreation facilities, alcoholism, drug addiction, violence, vandalism, illegitimacy, etc. Data show that children who participate in the program exhibit a positive behavioral change. Therefore, as many adolescents as possible must be encouraged to participate in this rehabilitative athletic activity. This article focuses on the step-by-step development of an individualized intramural basketball program which increased student participation on the part of three groups of students who were identified as reluctant to get involved in athletic activities.

In order to redesign the intramural basketball program to include those adolescents, I conducted a needs assessment which identified those students who needed to be turned on to the intramural basketball program. In a total student population of 982 6th-, 7th-, and 8th-graders, 22% were non-Spanish Caucasian (referred to only as "Caucasian" in the remainder of this article), 65.6% were Negro, and 12.4% were Spanish. Using data from the spring 1975 report of the intramural director (see table 1), I drew the following conclusions:

1. Minority students at all grade levels, particularly Spanish dominant and Caucasian students, are reluctant to participate in the intramural basketball program.
2. Sixth-graders, regardless of ethnic background, are reluctant to participate.
3. Girls at all grade levels, regardless of ethnic background, have a low percentage of participation in the program.

Table 1. Percentage of participation in intramural basketball program 1974-75 (n = 982)

	grade 6	grade 7	grade 8
male			
Cauc.	2.0%	8.8%	12.7%
Negro	10.0%	42.0%	54.0%
Span.	0%	0.5%	2.2%
female			
Cauc.	0%	6.6%	8.5%
Negro	8.5%	35.0%	46.8%
Span.	0.5%	1.2%	3.6%
average total %	3.5%	14.0%	20.7%

Statement of Objectives

A revised intramural design for 1975-76 was to include activities to motivate the groups of "reluctant" students to participate. The intramural director recorded the number of participants each day during a four-month trial period (December 1975-March 1976) to determine whether the following four measurable objectives were accomplished:

1. A 50% increase in participation of 6th graders (boys and girls)
2. A 25% increase in participation of minority students (Spanish and Caucasian)
3. A 50% increase in participation of female adolescents at all grade levels
4. A 50% increase in participation of all students

Solving the Problem

In seeking ways to increase participation, we raised two questions at a regular staff meeting. What are the most likely reasons for the low percentage of participation on the part of the three major identified groups of students? How can the intramural basketball program be reorganized to encourage the reluctant urban adolescent to participate in intramural athletic activities? After much discussion, we drew the following conclusions about the students we were concerned with:

1. Minority students (particularly Spanish-dominant youngsters) lacked first-hand knowledge of basketball. In addition, these students did not feel that they were an integral part of the total school population. Thus this group, regardless of grade level, wanted to function as a group in order to build group identity, individual security, and self-confidence through success as a group.
2. Sixth grade boys and girls were reluctant to participate in the intramural basketball program because of the variety of levels of physical development. Generally, these children lacked the motor skills and physical size necessary to compete with older, more developed boys and girls.
3. Girls of this age range have a dominant interest in boys rather than in athletics. Girls enjoy watching boys' activities and in some way associating with those boys who are successful in athletic activities. In addition, the extreme aggressive be-

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havior on the part of a few dominant girls discourages other girls from active participation in the program.

I met with the staff to plan the reorganization of the intramural basketball program to include the following five options necessary to achieve our four stated objectives.

NBA Option (boys only). This option was designed to provide athletic opportunities for 7th and 8th grade boys. Each team was made up of 7 players selected by the use of the player draft system to equalize the levels of competition. One varsity player served as the captain of each team. He selected players in each of 7 rounds until all of the teams had selected their personnel. These teams were scheduled to play twice per week. There was a play-off for the top four teams in this option. The Spanish-dominant students used this option to enter an all-male Puerto Rican team. Although this team was not selected by use of the player draft, this team was permitted into this option because of the desire to improve percentage of participation among Spanish-dominant students.

ABA Option. This option was designed for girls who had a dominant desire to associate or participate with boys in athletic activities. This option served both 7th and 8th grade boys and girls. No male or female varsity players were included in this option. These teams played twice per week. There was a play-off among the top four teams.

76er's Option (6th grade students only—boys and girls). This option was designed to encourage participation among 6th grade boys and girls. Individual athletic skills as well as team organization skills were emphasized. Teams were arranged by homerooms to promote cooperative peer relationships. There was no play-off in this option; however, reinforcement (awards) was given to players who showed progress in their development of individual athletic skills and team-related organizational skills (teamwork).

One-on-one "All-Star" Option. This option, open to all boys and girls, was designed to encourage the more physically developed student to display his/her skills against another student of comparable skill development. This option was scheduled during the half-time interval of the daily scheduled intramural games. The guidelines for this option are as follows: (1) The first student to score 10 points was declared the winner. (2) This option was a single elimination alternative (one loss eliminated the participant). (3) Each participant who scored five consecutive victories was placed in the finals competition.

Foul Shooting Option. This option was designed to provide an opportunity for the less aggressive student to receive recognition for athletic achievement. It was composed of three-person teams. The competition was by grade level. The winner of each grade level received an award. The winners were determined by the best average percentage per team. Ties were broken when each team member shot two additional foul shots. The percentage was recomputed to determine the winner. This option was a pre-game event.

Motivational Techniques

In order to put this plan into operation, colorful posters were made in the Unified Arts area to explain each of the options to students. To motivate reluctant youngsters, photographs of contemporary basketball stars were shown in action participating in each of the five options. Such stars as Kareem Abdul-Jabbar, David Thompson, Billy Cunningham, Walt Frazier, Earl Monroe, and others attracted the attention of many youngsters as they entered the building.

Promotion programs involving known local athletes were given for each interdisciplinary team of students to reinforce interest in the revised intramural basketball program. The central focus of the interaction in these promotional programs was to inform students that everyone could experience success in the program regardless of their level of ability or knowledge of the game.

The implementation phase began as the respective teams were organized by the use of the player draft system similar to the one used in the NFL and NBA. Comparable levels of competition were achieved in the NBA Option, the ABA Option, and the 76er's Option. More experienced players were directed toward the One-on-One Option where they could show off their skills. The less aggressive youngster was encouraged to take advantage of the Foul Shooting Option.

The results of each game were announced each day to verbally reinforce the accomplishments of new participants. Many of the team members enjoyed hearing their names mentioned for specific achievements in the program. Photographs of individual participants in action were displayed on bulletin boards in the hallway near the cafeteria. Students stopped to comment about the success of their peers in each option of the program. Beneath the action photographs were posted the scores of each day's competition. These results were written in both English and Spanish.

Another factor which contributed to the maintenance of interest among the members of one of the target groups was the involvement of a Puerto Rican father who was a tremendous help in promoting team spirit among the Spanish-speaking participants.

All students who participated in any one of the five options of the intramural basketball program were reinforced at an Athletic Awards Assembly, where each participant received a Certificate of Achievement. Special awards were presented to outstanding achievers in each of the five options. Many favorable comments were received from students, teachers, and parents concerning the success of the program.

Evaluation of the Results

The results of an analysis of the data collected daily during the four-month trial period may be interpreted as follows with respect to the four stated objectives.

The change in percentage of participation of 6th graders from 3.5% to 20% represents more than the expected 50% increase stated in objective 1. The students participated primarily in the 76er's option.

Male and female minority students at each grade level, except the female Caucasian in the 7th grade, exceeded the 25% predicted level of increase stated in objective 2. However, the need to increase total participation among these students remains a problem to be solved, perhaps through the use of additional motivational activities geared directly to this target group of students.

The net change in percentage of participation among females at all grade levels exceeds the predicted 25% increase stated in objective 3. However, the data reveal the need to redesign the program to attract more Spanish and Caucasian females at all grade levels.

The net change in percentage of participation of all students—from 12.73% to

25.5%—represents considerably more than the 50% predicted increase stated in objective 4. However, even with this increase, only slightly more than one-quarter of the total student population was involved in these intramural activities.

Conclusions and Recommendations

1. This program has shown a considerable measure of success and should be continued as an integral part of the total middle school activities program.

2. Additional motivational techniques are necessary to continue to improve the percentage of participation of 6th graders, females, and minority students.

3. The One-on-One Option must be further individualized to control the height and weight of each participant.

4. Alternative intramural activities must be designed to supplement the basketball program. Perhaps the growing interest in volleyball will serve as a stimulus for the planning and implementation of such a program.

5. The personality of the intramural director as well as involvement of parents assisted in the growth in participation among students.

6. No additional time, money, or labor (personnel) were required to individualize the intramural athletic activities.

This program has become an important part of the rehabilitative curriculum at the Bayard Middle School. It will be operated each year with some minor modifications; we hope funds will become available for its expansion. The success of this program has caused some rethinking at the district level regarding priorities in middle school interscholastic athletic programs. Athletic programs are an important part of the rehabilitative process. These programs provide opportunities for positive interpersonal relationships as well as individual achievement among adolescents who experience the frustrations of poverty.

National Intramural Sports Council

The National Intramural Sports Council is a substructure of the National Asssociation for Sport and Physical Education (NASPE) and the National Association for Girls and Women in Sport (NAGWS). Its purpose is to provide leadership in the initiation and improvement of intramural programs at all educational levels.

The NISC had its beginnings in 1966 and was granted permanent status by the AAHPER Board of Directors in 1968. Since that time, its membership has grown rapidly and its services have been greatly expanded. Membership in the Council is open to professional AAHPER members who are involved in directing, administering, or coordinating intramural sports programs at the elementary, secondary, or post-secondary levels, and also to members who merely have an interest in the intramural and recreational sports field.

NISC is actively involved in intramural-related publications. *Rules for Coeducational Activities and Sports* will soon be in its second printing, and *Professional Preparation of the Intramural-Recreational Sports Specialist* was recently published. Both publications are currently offered for sale by AAHPER. Future publications will center upon intramural trends/new ideas and sports club administration. NISC is also responsible for the intramural column in *JOPER* and is currently in the process of developing a reference set of past *JOPER* articles pertaining to intramural and recreational sports. Intramural-related manuscripts of interest to the profession are welcomed and will be considered for publication.

NISC has implemented a successful program of regional intramural conferences, the first of which was held in Chapel Hill, North Carolina in 1974. Since that time, regional conferences have been held in Minneapolis, Kansas City, and San Diego. Future plans call for conferences to be held in Boston in 1978 and in Milwaukee in 1979. NISC is also assisting Southern District with an intramural workshop in Little Rock, Arkansas in February 1978.

Other current projects include: coordination with the National Association of Secondary School Principals (NASSP) on the value of intramural programs within the secondary schools, development of an annotated bibliography of intramural related publications, a revival of the state intramural representative's program, and the development of a promotional flyer which will better acquaint AAHPER members with the services offered by NISC.

An excellent selection of topics is scheduled for this year's AAHPER national convention in Kansas City and NISC will have a Drop-In Center located in the exhibit area. All AAHPER members are urged to participate in the programs, which cover these topics: intramural officiating (promotion, recruitment, training), facilities and finance (how to stretch your intramural dollar), ideas that work, and the past, present, and future of NISC.

The National Intramural Sports Council is constantly seeking to provide needed assistance in the area of intramural programming and administration. Questions or suggestions are always welcomed by any member of the Executive Committee.

Computer Coordination for Campus Intramurals

Bruce Holley

There are many challenges and frustrations in running a large intramural program for over 25,000 activity-minded students. How does an intramural staff effectively organize, schedule, and track such numbers as 500 bowling teams, 700-900 basketball teams, and 500+ flag football teams (just to mention 3 of 60 different events offered) and still keep the needs and desires of the students foremost?

The intramural program at Brigham Young University (BYU) has a tradition that dates back to the early 1900s. The program and the student participation have grown steadily to become one of the largest intramural programs in the country. As the years progressed, so did the need for additional full-time and part-time personnel. More efficient ways of performing tasks became necessary for this growing program.

The philosophy and objectives of intramurals at BYU have always been directed at serving the needs of the students and giving them the quality program they deserve. Five years ago the intramural administrators became concerned with the overwhelming amount of paper work that seemed to be directly opposed to their objectives. Graduate assistants (GAs) in the capacity of intramural coordinators were becoming totally occupied in such tasks as trying to schedule 700 basketball teams in 87 leagues per week. Their time was spent recording final scores, indicating team power ratings, registering sportsmanship, forfeits, and defaults as well as handling numerous double scheduling problems and protests. The intramural program had become so large that the coordinators were working 30 hours a week for a 20-hour pay check, spending 90% of their time steeped in paper work and not enough time serving the students' and program needs. This provided the challenge for Brigham Young University.

It was found that other universities were facing the same predicament and were in need of new ideas and concepts to solve this statistical nightmare. Computer application seemed to be a possible answer but, other than a few small attempts, no program had been developed in intramurals.

Where does one start when looking into the possibility of computerizing a comprehensive program? BYU went to their Computer Department for a thorough feasibility study, which turned out to be very positive. After careful consideration of the University's resources, the budget requirements, and the potential for such a program, it was determined the following benefits would result: overall increased efficiency, better service to the students' needs, a superior evaluation device, and more consistency year in and year out, even though student personnel turned over quite rapidly. This would help eliminate hundreds of hours of scheduling conflicts, mistakes, and problems that occurred with the old program.

The following is an overview of the computerization of Brigham Young University's intramural program, a result of over two years of study and development. Special recognition goes to Bruce Nielsen, assistant dean of Admissions and Records and master programmer for Brigham Young University, whose incisive mind developed this revolutionary program.

Overview: Computerized Program

When a team enters an activity, the coach fills out an entry form. This includes all team statistics, names, student numbers, telephone numbers, etc. Each team is assigned a division (e.g., competitive or noncompetitive)

and league. The team information is then entered into the computer via the CRT (computer terminal) screen in the intramural office. This is the master record from which all other programs will function. The master record will track individuals and teams, keeping vital statistics on all they do in intramurals.

By using the CRT screen, any of the following information can be obtained:

1. An instantaneous check of students' status to tell whether they are eligible to participate in intramurals (e.g., full-time or part-time).
2. The win/loss record, what teams they have played, and what their team power rating and sportsmanship was for each game played.
3. Who played in each game and who, if any, were suspended.
4. Identification of officials and evaluation of their performance throughout the program.
5. A complete history for each team (can be brought up for review, additions, or deletions).

The graduate assistant in charge of this program schedules the teams for play each week. He/she does this by entering into the computer the facilities and times given by the facility coordinator. Once this is done, the computer schedules each team to a facility, time, and day, taking into consideration some of the following features:

1. The computer will check eligibility. If the team is eligible, it will be scheduled.
2. If a team fails to show up (forfeit), the computer will drop the team from further play.
3. Two fair or one poor sportsmanship rating or two excused losses will automatically drop the team from further play.
4. The computer prioritizes teams according to the number of games they have played and schedules first those teams with the fewest games played.
5. If, when scheduling a league, the computer runs out of facilities, it will then assign byes to all other unscheduled teams and put them on priority for the next schedule.
6. Print-outs are produced for posting on campus; they have the following information:
   One team versus another team
   Each team's win/loss record
   The facility in which they have been scheduled
   The time and day they will play
7. The print-outs list teams in alphabetical order.
8. The scheduling program has a variety of capabilities. It can schedule on a weekly, bi-weekly, or an entire semester basis.
9. The computer recognizes a team's identity and will not schedule any two teams to play each other more than once, as in a round robin tournament.

After the computer schedules the teams, it will produce a team game sheet with the following information: team statistics, names of players, opposing team name, and the facility, date and time scheduled. The game sheet is a universal form that is used for all team activities administered, e.g., basketball, football, softball, water polo.

The intramural computer program at BYU has an inventory of or access to:

1. An IBM 360 computer, or one of similar capabilities.
2. A CRT screen with on-line tie in to the admissions and registration data base.
3. An on-line printer.

The entire program has been written in COBAL with the core developed around the tele-processing system. All programs can be manipulated, adjusted, and revised through the CRT (computer terminal). All of these computer programs can be adapted to smaller units, even mini-computers that do not have on-line capabilities.

Re-cap and Evaluation: A Computer Bonus

At the end of the year, the computer is used for program evaluation, statistical analysis, and a final report. Every activity administered through the Intramural Department is analyzed by the computer for participation, money spent, and other criteria to determine program effectiveness. (Appendix E - K). Many questions can be answered that few, if any, universities with a large program could answer without such assistance. Such questions are: "How many freshmen, sophomores, juniors, seniors, graduates, and faculty participate in the program?" "What are the percentages of each?" Is the program serving the needs of the students?" "What is the ratio between male and female participants?" These are just a few of many questions that can be answered by the computer, to assist you in justification of the program.

One problem with such large numbers of teams playing each week (500-700) was being able to schedule, run, and oversee the program. With the computer doing the work, time is freed for the leaders, which allows them to deal personally with the students. This is essential for quality programs.

Brigham Young's intramural program is a large diversified one, thus lending itself to computer support. Other universities on the same scale may find this type of computer program to their liking. In smaller schools an adaptation of all or portions of the program may better suit their needs.

The computer program at Brigham Young University has not eliminated any personnel. It has, however, improved our ability to serve the student and has eliminated hundreds of hours of scheduling and other book work. The graduate assistants operate in the best of both worlds—they are being exposed to advanced techniques of computerization and to traditional ways of administering programs by hand when the task is considered too small for computer application. Some might say that even though many problems are eliminated, the computer will create more. This may be true to a certain extent, but once understood and developed, the computerization of intramural departments across the country will be the way of the future.

An Equitable Intramural Point System

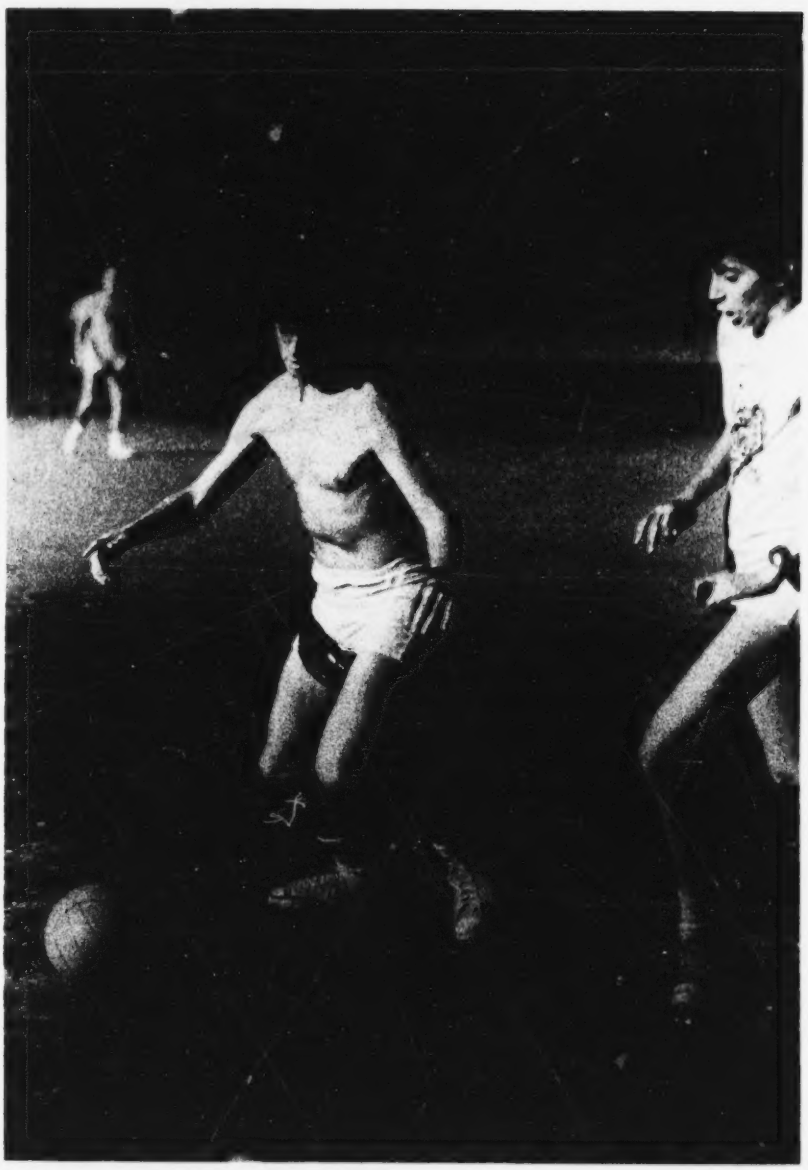
Francis Rokosz

Although point systems are out of favor in some intramural sports programs, many schools employ them to stimulate participation and enhance competitiveness in intramural programs. In most cases, point systems establish rigid point values for each sport in the program, and for each place finish within each sport. Often the assigned point values do not accurately reflect the participation value of each sport relative to the others. Presented here is a system which adjusts itself automatically to differences in participation patterns from sport to sport and from year to year. Essentially, it is based on the set number of participants per sport, and the number of contests actually played per sport per season.

A group can earn points in each sport for three achievements: its tournament place finish, each match or game victory, and participation (completing its schedule without a forfeit). Since the procedure for determining the number of points achieved by each group for its tournament place finish is rather complicated, the steps involved are outlined below for easy review. Following the outline, a detailed presentation is made of the procedural steps for a sample program of activities.

The Outline

1. Establish the number of place finishes to be recognized for all sports, and assign to each place finish a percentage of the total points available.
2. List all the sports in the program and their set numbers of participants per contest. Add the numbers to arrive at a total figure.
3. Determine the "base weight" of each sport relative to the others by dividing the total figure into the figures for each sport.
4. Find the total number of points to be awarded for each sport by multiplying the base weight times the total number of contests played.
5. Determine a group's earned points by taking from the total number of points available a percentage which is commensurate with the group's place finish.



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The Procedure

Step 1. Determine the number of place finishes to be recognized for all sports. A figure of 16 is suggested because many sports determine one champion through a single elimination tournament or playoff. Sixteen is a power of two, and it allows for a convenient grouping of place finishes for the purpose of assigning to each place finish a percentage of the total points available. Note, in the example below, that place rankings can be grouped by powers of two, because, in a single elimination tournament or playoff, there are two losers in the semi-finals, four losers in the quarter-finals, and so forth.

Place Finish	Percentage of Points Available
1st	20%
2nd	14%
3rd, 4th	9% each
5th, 6th, 7th, 8th	6% each
9th, 10th, 11th, 12th	
13th, 14th, 15th, 16th	3% each

Step 2. List all the sports in the program and their set numbers of participants per contest. A set number of participants for volleyball would be 12, because six players are on a side throughout the whole match, regardless of the actual number of individuals splitting the playing time of the 12 positions on the court. For meets, a *1* is listed. Total the numbers. For the purpose of illustration, assume that the following listing of sports constitutes a whole program.

Participants	Sport
12	Softball (10 fielders, one batter, and an average of one baserunner at any one time during the game)
14	Football (7 people per team)
10	Basketball
2	Tennis-Singles
4	Handball-Doubles
1	Track & Field
43	Program Total

Figure 1

Participants	Program Total		Base Weight	Sport
12	divided by 43	=	279	Softball
14	divided by 43	=	326	Football
10	divided by 43	=	233	Basketball
2	divided by 43	=	047	Tennis-Singles
4	divided by 43	=	093	Handball-Doubles
1	divided by 43	=	023	Track & Field

Figure 2

Base Weight		Number of Contests			Points To Be Awarded	Sport
279	X	213	=	59427	594	Softball
326	X	232	=	75632	756	Football
233	X	306	=	71298	713	Basketball
047	X	98	=	4606	46	Tennis-Singles
093	X	116	=	10788	108	Handball-Doubles
023	X	173	=	3979	40	Track & Field

Figure 3

		Participants		Participation Points	Sport
2	X	12	=	24	Softball
2	X	14	=	28	Football
2	X	10	=	20	Basketball
2	X	2	=	4	Tennis-Singles
2	X	4	=	8	Handball-Doubles
2	X	1	=	2	Track & Field (2 points per participant per event)

Figure 4

	Points Earned								
Teams	100 yds	440 yds	mile	high jump	shot put	long jump	Total Points for Meet	Place Finish	Points Toward Point System
Jordan	4	6	18	2	0	4	34	2	5.6
Watts	0	2	0	10	0	0	12	7	2.4
Condor	10	0	2	0	10	0	22	4	3.6
Chestnut	6	0	0	14	2	8	30	3	3.6
Irvin	0	10	4	0	6	0	20	5	2.4
Hickory	10	4	0	0	0	0	14	6	2.4
Walnut	0	0	6	0	4	0	10	8	2.4
Birch	0	8	0	4	8	18	38	1	8.0

Step 3. Divide the total figure (43) into the figures for each sport, to arrive at a three-digit figure for each sport. The decimal point is ignored. This procedure gives each sport a "base weight" relative to the others. (See Figure 1.)

Step 4. At the conclusion of each sport, determine the total number of contests played among those groups involved in the point system, and multiply that figure times the base weight. The resulting number is too large to be manageable, so drop the last two

digits, and round off to the next higher number. This new figure represents the total number of points to be awarded for that sport. Since a number of contests doesn't apply for meets, the number of participants per event is established, instead. Then, the participation numbers per event are added for a total participation figure for the whole meet. It is that figure which is multiplied times the base weight (see Figure 2).

Step 5. For each sport, a group's number of earned points is found by taking from the total number of points awarded for that sport a percentage which is commensurate with the group's place finish (established in the first step). For example, if Team *A* finished seventh in basketball, it would get 6% of the 713 points available for basketball. That would result in 42.78 points.

For meets, a system must be established which will result in team scoring for the meet. Then, team place finishes can be determined from the total scores achieved in all events in the meet by the individuals associated with each team. For example, assume that a track and field meet has six events (runs of 100 yards, 440 yards and one mile, and a shot put, high jump, and long jump). Each event has a scoring system which awards points to individuals who finish in the top five places.

Place Finish	Points
1	10
2	8
3	6
4	4
5	2

After each event is completed, the points earned by individuals are recorded for the team which those individuals represent. Thus, if teammates John Smith and George Jones finished first and second, respectively, in the high jump, they earn 18 points for their team. A running total of points achieved by each team is recorded after each event, and the team with the most points after all events are completed is the first-place finisher. The results for the top eight teams in a sample meet are illustrated in Figure 4.

Once all teams have established their final place finishes, the number of points achieved in the program point system can be determined. In Step 4, it was established that 40 points were available for Track and Field. Birch was the meet winner, so it gets 20% of the 40 available points, which is 8 points. Points for the other teams are determined in similar fashion, utilizing the percentages established in Step 1.

Match or Game Victory

Since the assignment of points is limited to only 16 place finishes, there is a need to award achievement points to more groups. All teams can attain points for each game or match victory recorded during a sport season in addition to any points received for a high place finish. The same relationships must be maintained between sports when awarding victory points as in awarding points for place finishes. Victory points are assigned on the basis of the set number of participants per sport (as established in Step 2). Thus each victory in basketball would be worth 10 points, each victory in football 14 points, and so forth.

For meets, such as the track and field meet illustrated above, victory points become those points which teams earned for all place finishes in the six events. Looking at Figure 4, in the column labeled *Total Points for Meet*, note that the victory points for Chestnut are 30, for Hickory they are 14, and so forth.

Participation

Points are assigned to those groups which complete their seasonal schedules without forfeiting. Again, the relationships established in Step 2 are utilized; but this time each number is multiplied by two. A team which completes its basketball schedule without a forfeit gets 20 points for participation, and a group which has two people competing in each of six track and field events gets 24 points (2 people times 2 points per person times 6 events) (Figure 3).

Total Points

A group's total point achievement for a sport is found by adding the points earned for tournament place finish, victories, and participation. For example, a softball team wins eight games, without forfeiting, on route to a tenth-place finish. The team's total point achievement is detailed below.

Elements	Points
Victories (8 @ 12 points each)	= 96
Participation (12 X 2)	= 24
Place Finish (10—3% of 594 pts. available)	= 17.82
Total	**137.82**

Controlling Unsportsmanlike Conduct in Intramural Sports

Jean Paratore

Jean Paratore is Coordinator of Intramural Sports, Student Recreation Center, Room 136, Southern Illinois University, Carbondale, IL 62901.

Bench clearing incidents, verbal and physical abuse of officials, fighting, pushing, elbowing . . . what can be and should be done? Intramural directors have long been perplexed by the problems of fighting, unnecessary roughness, and profanity which pervade intramural competition. The question of whether such behavior is natural and should be expected as a result of the intensity of competition is one which each intramural director, in accordance with his/her own philosophical belief, must answer. At Southern Illinois University at Carbondale (SIU-C), the intramural sports staff has taken the position that pleas of "natural instinct," "reflex action," and "self-defense" are unjustifiable defenses for abusive behavior and that undesirable behavior can be and should be prohibited.

It is not an easy task to control individuals and situations and to thereby prohibit or prevent undesirable behavior. At SIU-C, our initial efforts have been geared toward attempting to identify the causes of the unsportsmanlike conduct which has been displayed by our intramural participants. We believe that treating the causes, while dealing with the symptoms, is the most logical approach.

Generally, frustration and/or ignorance seem to be the apparent causes of disruptive actions on the part of intramural participants. Frustration as a result of poor skill, the inability to accept defeat, ignorance of the rules and regulations of the contest, and poor officiating manifests itself in the form of abusive language and/or actions. The need to retaliate through premeditated violent action for supposed previous wrong-doing by an opponent must also be recognized as a cause of abusive behavior. While effective communication and proper training of officials may treat the symptoms displayed as a result of frustration and ignorance, dealing with individuals interested only in retaliation is extremely difficult.

Intramural sports at SIU-C is attempting to deal with the causes of abusive behavior through more effective communication, improved officiating, enforcement of strong regulations, and the initiation of a "preventive program" through which warning letters are sent to individuals and teams displaying unsportsmanlike conduct.

We try to ensure that everyone—participants, officials, supervisors, and office personnel—is aware of the rules and regulations governing the activity. An attempt is made to provide written communication rather than verbal. "Word-of-mouth" is simply not adequate when a large number of participants and personnel are involved. Communication should also continue after an activity has begun. Notifying teams of rule changes or additions, problems with team rosters, forfeits recorded, etc., is vital in order to avoid the frustration so often associated with "surprise" disqualifications or rule interpretations.

Officials must also be communicated with throughout an activity. SIU-C is attempting to improve communication and consistency by organizing an officials' club, assigning a graduate assistant 20 hours per week to work with the extensive training and evaluating of intramural officials. By using this method, the club will bring students together as an organized group and help to instill in them a sense of pride. The club will assist in training sessions and will be instrumental in developing a degree of professionalism among officials in the areas of promptness, appearance, dependability, poise, and consistency. The graduate assistant will act as an advisor and will recruit, schedule, and evaluate all workers. Further, guidance and the availability of a "listener who cares" are imperative in developing officials who will enhance the over-all intramural sports program. As our officials become more qualified, they will make fewer mistakes. Fewer mistakes will mean less frustration for the participants.

In support of our officials, as well as in an attempt to discourage individuals from purposeful retaliation, SIU-C has adopted stringent regulations which are strictly enforced. Enforcement of policies encourages teams to control their own members and also discourages individuals from premeditated retaliation. Participants are informed that whenever they are removed from a contest by an official or supervisor, they are immediately ineligible to participate in any further competition until they have met with the coordinator of intramural sports. Following that meeting, they will be suspended from play in one or two contests or, if the incident is severe, for the remainder of the tournament, one semester, two semesters, one year, or permanently. Anyone who physically abuses an opponent, spectator, or teammate is suspended from the remainder of the tournament or the remainder of the semester, whichever is longest. Physically abusing an official or supervisor results in the individual receiving a minimum penalty of suspension from the remainder of the tournament. Also, when the incident involves physical abuse, the individuals are put on permanent probation. Should the participant be involved in such an incident in the future, the result would be permanent suspension from all intramural sports activities while attending SIU-C.

In any case involving student discipline, a Student Relations Disciplinary Report is completed and placed on file at the University Student Relations Office. The participants now realize that all regu-

lations will be enforced and that the officials and supervisors have the authority to eject individuals or entire teams from the playing area, before, during, and after a contest. Participants are aware that the Intramural Sports Office will support its personnel. We have also encouraged our personnel to report any individuals or teams who have not been ejected from a contest, but who have displayed unsportsmanlike behavior. These individuals or teams are sent a written reprimand warning them that a second complaint would result in further action by our office. This has been effective in lessening the number of disciplinary cases which involve punishment.

In 1977-78, 41 cases involving disciplinary problems were reported during the fall semester while only 22 were reported during the spring semester. Of the 41, 9 were sent warnings and 32 involved suspensions. During the spring, of the 22 cases reported, 11 involved suspensions while the remaining 11 resulted in the issuance of warning letters. The number of suspensions declined 34⅓%. While unsportsmanlike conduct will never be eliminated completely, it can and should be curtailed.

Sports Without Officials—Why Not?

Frank Butts and Bill Kingery

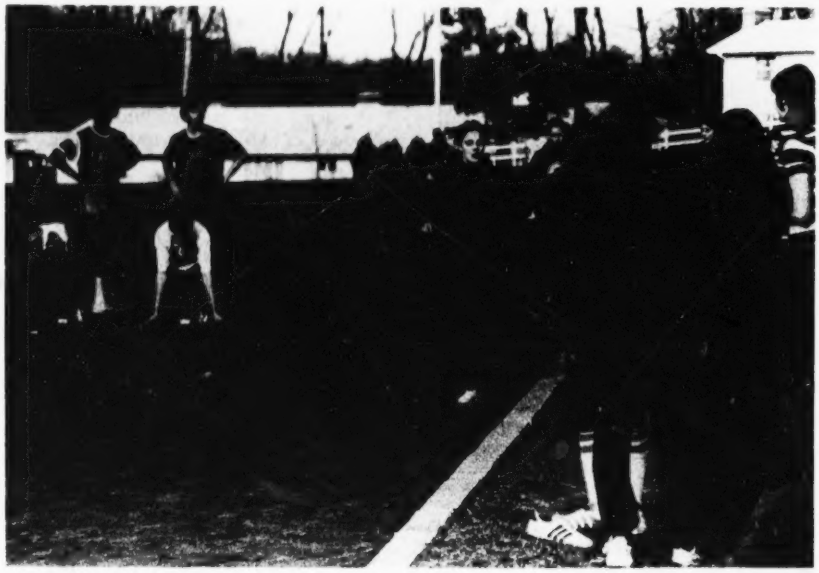
With the tremendous growth in intramural and recreational sports programs on college campuses, the problem of recruiting, training, and paying sports officials has become a recreation director's nightmare. Given the increasing number of competitive sports teams, the mere scheduling of officials alone has become a time consuming burden, and frustrations multiply when officials cancel or simply do not show. Furthermore, in an age of tightening budgets, salaries for officials drain our operating monies, frequently preventing the development of new programs and the purchase of necessary equipment.

To combat this problem, the intramural director should consider operating a competitive sports program without the traditional intramural-department-supplied officials. Such a transition could provide all concerned with considerable psychological/sociological, monetary, and managerial benefits.

Program Goals

The basic goals of an intramural and recreational sports programs are participation, socialization, exercise, and character development. Operating a program in which each team voluntarily furnishes its own official as a part of the roster, or even conducting a program without officials may well encourage more unity and cooperation among participants. This type of arrangement does not appear to diminish the competitive, exercise, or participatory aspects of a program, and may facilitate a more positive atmosphere for socialization and character development. The potential monetary benefits of a program operated without department-sponsored, paid officials are great enough at least to warrant an investigation. One can easily visualize the new avenues that could be opened if the money we pay officials were channelled in other directions.

Making such a change is not an overnight task. People (even students) are often reluctant to change; one must develop a carefully thought-out, long-term strategy for eliminating department-supplied officials from the sports program. Studying intramural programs across the nation, one sees "officialless" programs only rarely—even then the idea is in limited use. Why not incorporate such a scheme in the total intramural sports program? Is such an idea practicable? Perhaps the illustration of the experimental, officialless program



conducted by the Division of Intramural-Recreational Sports at the University of Mississippi will provide some answers.

Insufficient Officials

During the past few years, the intramural/recreational sports staff at the University of Mississippi tried several methods of upgrading intramural officiating—devising new techniques for recruiting officials, raising salary scales, improving training clinics, and revising program and official evaluations. Inevitably, however, as the spring semester intramural softball season approached, softball officials' clinics generated little interest. The 1980 season again found us with an increased number of teams, and only a handful of prospective officials. Extensive recruiting was undertaken, but achieved little success. The staff was again confronted with a deficient number of officials. As the starting date for the season rapidly approached, the softball program was in jeopardy.

Thus pressed, the staff decided to allow the students to play the games without officials assigned by the intramural office. Teams were given two options to select from prior to each contest they played. *Option one* enabled teams to play regular slow-pitch softball, provided they supply their own game officials. *Option two,* using "two-pitch softball," was to be followed if teams did not provide officials or if they mutually agreed to use one volunteer official to rule on all aspects of the game. Under the two-pitch rule, the team provided a pitcher to pitch to his/her own team members, with a maximum of two pitches per batter. For each game, the intramural office provided a "game monitor" to handle duties other than actual officiating, recruited from among the graduate assistants working in the intramural-recreational sports office.

Frank Butts is an assistant professor and Bill Kingery the Director of Intramural Recreation and Sports, Department of Health, Physical Education and Recreation, University of Mississippi, University, MS 38677.

The Two-Pitch Solution

As expected, the students at first accused the staff of grossly watering down the game of softball through the "two-pitch" version. After a session at which the department explained the changes and the philosophy behind them, team representatives in attendance agreed to continue with the proposed program. During the spring season, 95% of the games were conducted under *option two*. By the summer season, all games followed *option two*.

The following four general guidelines served to implement the officialless softball program:

- The Division of Intramural-Recreational Sports *will not assign* officials to act as home plate or base umpires for any softball games during the regular league play or during the playoffs.
- A "game monitor," assigned by the IM/REC Office for all games, (1) supplies equipment, (2) starts games at scheduled times, (3) explains general rules and timing of the game, (4) obtains team captains' signatures on the scorebook, (5) determines option to be used, (6) times game and keeps official scorebook, (7) declares forfeit when necessary, and (8) answers questions concerning *organizational policies*. The game monitor does *not* serve as an umpire or attempt to settle disputes resulting from officiated calls.
- Officials may be secured by the teams to officiate the contest. These must be mutually agreed upon by the teams, and any financial compensation for their services must be paid by the teams. The IM/REC Office will not secure officials.
- The Division of Intramural-Recreational Sports *will not* recognize any protests arising from any contest, other than that of player eligibility.

Player Response

Somewhat to the surprise of all concerned, our new softball officiating program was a complete success. After some resistance at the onset, participants gradually warmed to the change as the season progressed. During the 1980 season, participation stayed strong, the intramural staff received fewer complaints and participants appeared more content than in previous seasons.

Overall, we are most enthused by the program and its implications for future programming. Through innovative, skillful planning, and by involving students in the change, we succeeded in escaping the official shortages that haunted us in the past. The concept of student-officiated games has proven both financially beneficial and managerially more efficient; but the greatest asset of all is that it places the responsibility for ensuring cooperation and sportsmanship back into the hands of the students.

Are Officials Really Necessary?

Len Horyza

When I started our lunch hour intramurals program ten years ago, my biggest problem was finding good officials, particularly at that time of day. There were so many arguments that playing time was too short for a sound program.

I finally asked myself, "Why officials?" We stopped using officials except in basketball and set up some special rules so that teams could officiate their own games. I still officiate championship games.

In slow pitch softball, for example, we use these rules:

1. No bunting.
2. No sliding.
3. If a team fields a ball cleanly and there is a close play at any base, the runner is out.
4. If a team bobbles a hit ball and there is a close play at any base, the runner is safe.
5. No balls or strikes are called, but two strikes is an out.
6. Three foul balls in one time at bat is an out. (This rule was put in to speed up the game.)
7. All the rest of the rules of softball apply.

We play four games on four different fields during each lunch hour (freshman, sophomore, junior, and senior lunch hours). I station myself so that a team with a question about a rule can get to me quickly.

In volleyball we do not use officials unless requested by the participating teams. They get their own officials and I handle any championship games.

We change our basketball rules to make it easier on the officials. We play half court basketball with four games going on at once in the gym. The special rules are:

1. If a player is fouled while shooting, his team gets the two points but no free throws are shot.
2. If an offensive player is fouled, he gets one point and the ball out of bounds.
3. With five minutes left in the lunch hour, all nonshooting defensive fouls are one and one so the team on defense has a chance to get the ball.
4. To make it easier on the officials, the score is kept with the losing team's score always at zero—2-0, 15-0, etc.

These simple rule changes have made my job easier and the players seem to enjoy playing rather than arguing. The rules make the job so easy for the officials when we do use them that they want to officiate again.

LEN HORYZA is intramural director at Cretin High School, St. Paul, Minnesota.

But How Will We Play Without Officials?

Mark Pankau

Do intramurals programs really need a corps of officials? If acquiring, developing, and/or paying good officials have been problems in your program, consider what happened in ours when we did away with officials and let the kids call their own shots.

In my first year of teaching physical education, I conducted an elementary level intramurals program. At that time there were few models to pattern such a program after except for half-remembered high school or college programs. I started my program with flag football and soccer, using officials (some students and I officiated). Children learn by example: it didn't take them long to start arguing about called fouls and debating with officials, just as they see being done by professional athletes.

Yet these same children can go out on their own and play all day long, settling each of their problems quickly if not always quietly. Why not try to run an intramurals program that way?

When I announced that we would use no officials for an upcoming basketball tournament, only one fourth-grader asked, "But how will we play?" I found myself involved in a group discussion of the importance of fair play, sportsmanship, and friendly competition. The students agreed to forget about officials and call their own games based on honesty, fairness, fun, and sportsmanship. Now, instead of slow games punctuated by bickering and name-calling, our program has an air of free play that has resulted in happier students, parents, and staff.

This system may seem extreme—too basic and too relaxed. But, while children need organization, they do not always need to be told what to do. They can make choices and must learn to accept decisions. Even in situations where the use of officials is not likely to be abolished, as in college intramurals, this free play concept may be considered as an option. Let students, guided by physical education professionals, choose their level of competition. Students need to accept responsibility as officials, to accept decisions as players, and to play together for the benefit of all. This system meets those needs and helps instill in the students a proper sense of sportsmanship

MARK A. PANKAU is director of intramurals for Somerset Elementary School, Shawnee Mission School District, Prairie Village, Kansas 66208.

rather than an all-consuming drive to win. Once students see the possibilities in the system, changes begin taking place from within instead of being imposed from without.

The number of students participating in our intramural program has increased in the three years since we did away with officials. Students who previously weren't involved in intramurals because they were turned off by the presence of domineering officials like the new spirit of equality. All the students are learning that friendship is more important than the score of a game. With the pressure to win reduced, the game becomes fun again. The fourth graders who began in this program are now sixth graders, and they wouldn't have their program any other way; it's fun, they feel like they belong, and they are getting something worthwhile out of it. As these youngsters move through the school system, maybe they'll influence high school and college programs to try doing without officials too. Could this be the start of something?

Scheduling Student Officials

Mosby Turner

MOSBY TURNER is intramural coordinator at Holliston Middle School, Holliston, Massachusetts 01746.

The Holliston Middle School intramural program was fortunate from its beginnings ten years ago to receive a modest budget of $3,000 by the school committee to run its activities. The program began with five of the most popular sports activities in the area: flag football, kickball, basketball, gymnastics, and softball. Most of the teachers in the 600-pupil school were interested in the program and were willing to officiate the activities offered at the time. At one time, there were as many as 45 teachers on our officials list who rotated through our increasing number of scheduled activities. This seemed to be an enviable situation, but problems did occur. Occasionally a forgotten assignment or an added teacher-related responsibility caused a late arrival for a game commitment. Worst of all, a called teachers meeting would require the last minute cancellation of an entire schedule.

Five years ago the number of activities offered in our intramural program had increased sixfold and the number of students in the school had doubled. Though our budget had increased somewhat, it was not possible to provide paid officials for the number of games now played in our tournaments. We had no other choice but to take the problem to those affected most—the students. The question was, "Do we cut back on the number of activities in the program or do we try to continue at the present level by organizing an officials' club and utilizing student officials?"

The student body opted for student officials. The response was immediately overwhelming, despite the fact that originally eligibility was limited to eighth graders.

We created our officials club for several reasons other than the fact that we could not maintain the number of activities without the help which this organization provides. It gave the students a sense of involvement in the running of their own program and it brought out leadership abilities in individuals. A few who never participated as players

in any activity have developed into good intramural officials. The officials club "discovered" those individuals and made them an integral part of the total intramural program.

We train our officials by holding clinics prior to the start of each tournament. The game rules are explained and a battery of situation questions are administered to the prospective officials. Officiating mechanics are covered, and an actual game is played to give the youngsters the opportunity to get the "feel" of handling the real thing. These clinics, coupled with the knowledge already gained by most of the club candidates from participation on the fifth and sixth grade levels, provide them with enough knowledge to officiate a game. Recently we have welcomed seventh graders into our officials' club. This gives us a nucleus of veteran officials to start a new school year, enabling us to open the program a few days after classes begin.

During the first years of the club's existence, the scheduling of game officials presented problems. We would post officials' game assignments for the week, asking that if for any reason an assignment could not be fulfilled, the assigned official should find a replacement to cover the game. This worked some of the time, but for the most part the intramural department had to locate the replacement at the last minute. Occasionally there was only one or no game official present at game time. We subsequently studied the scheduling method utilized by the University of Maryland and adapted it to our situation. An example of this scheduling system is shown below.

Intramural Department

Flag Football Officials' Assignments

(For Week of October 1-5)

FIELD	Oct. 1 MONDAY	Oct. 2 TUESDAY	Oct. 3 WEDNESDAY	Oct. 4 THURSDAY	Oct. 5 FRIDAY
1	Williams	TA Kelley	SB Bell	Tucker	FG Gordon
	Robbins	CM Morton	EL Goodall	Nagel	Jackson
2	Nagel	SG Geltman	WG Gallagher	Andrews	JH Houle
	Horton	EL Chapin	Jackson	KL Keene	Turner
3	Andrews	JH Houle	FG Gordon	Bent	SG Geltman
	Sullivan	Stinson	SK Kenton	Chapin	CM Robbins
		Bent	CM Williams	FG Gordon	EL Chapin
		Bell	Hunter	SG Geltman	CM Morton
		Williams	Increase		Bent
			Jackson		Bell

Monday's listing indicates how each column looks when it is first posted on the intramural bulletin board. The typed names indicate those officials who have been assigned for that day.

In Tuesday's listing, the initials to the left of each typed name indicate that the official has accepted his assignment. Blank lines are provided for officials who were not assigned, but who would be available that day "if needed." They simply write their names on the lines on a first come, first listed basis.

If an official has accepted an assignment, but then finds that he cannot meet his commitment, he must contact the first person listed on the "if needed" list for that day, then notify the intramural office that the assignment has been covered. In the meantime, the official covering the assignment will initial the blank beside his name on the schedule. Wednesday through Friday schedules show exactly how the process works.

We have been able to stretch our budget to provide more activities through the use of student game officials. We are not looking for perfection on the court or field, but we do get a reasonably good job of game management. The most important product of this endeavor is that the individual who has leadership potential is provided with the opportunity to develop this potential through the guidance of competent faculty supervisors. To end the year, the department sponsors an officials' bash at the nearby state park each spring. This outing is complete with games, swimming, and all of the ingredients necessary to make the day a complete success.

Pass the word!

The 25% Intramural Director Who Works for 100% Student Participation

Chip Woodring

Chip Woodring is director of intramural sports, Palm Beach Atlantic College, 1101 South Olive Ave., West Palm Beach, FL 33401.

Although a well-run intramural program at the small-college level warrants a full-time faculty position with several student assistants, few of the smaller colleges have such positions. Many, such as Palm Beach Atlantic College (enrollment 500), have a faculty member whose intramural responsibility is a frac-

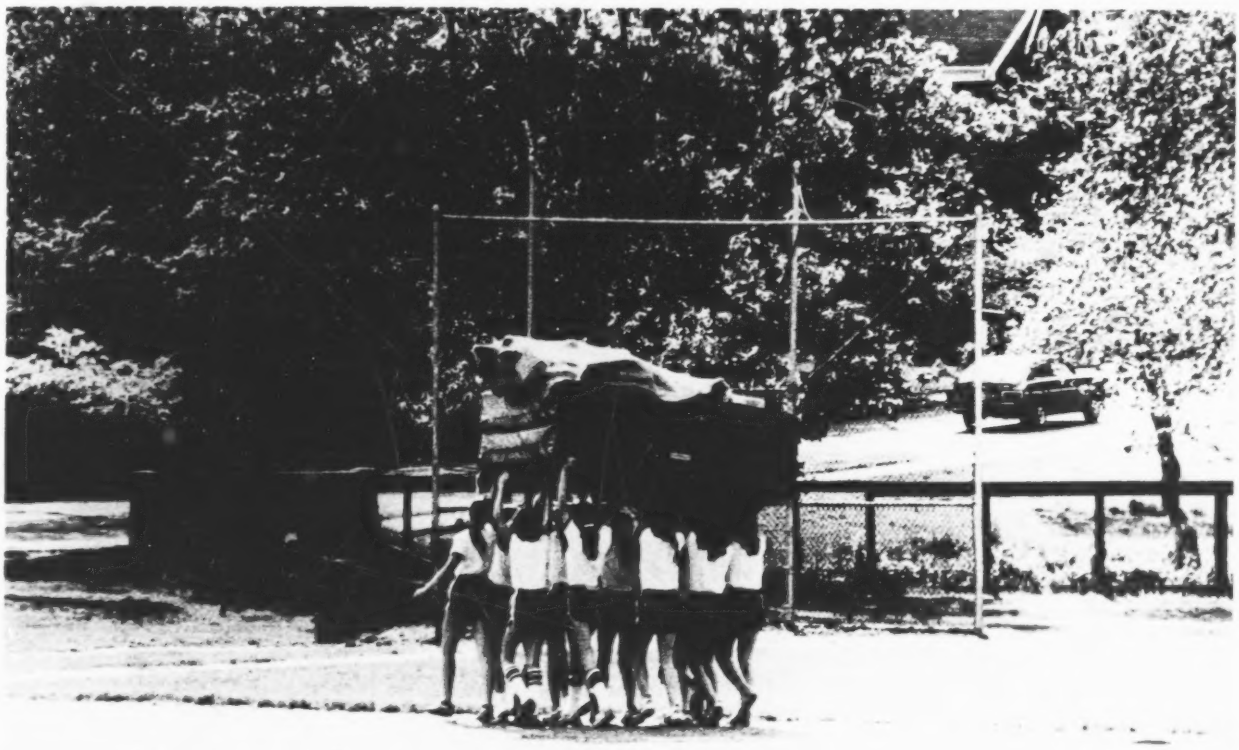
tion of his/her total work load. The intramural director often has as little as 25% of professional time designated for intramural administration. Such situations result in different program concerns than would be experienced in larger institutions.

Since the campus is located in downtown West Palm Beach, Palm Beach Atlantic College faces problems resulting from the absence of playing fields, gymnasium, and swimming pool. The school does have two tennis courts, two racquetball courts, two volleyball courts and a game room on its campus. One faculty member has 25% of his total work load allocated for administering the intramural program and is assisted by one undergraduate student. Economy of time and ease of program implementation are of paramount importance.

At the beginning of each semester, students may register for single elimination tournaments in table tennis, billiards, bumper pool, racquetball, and tennis. Draw sheets are composed for a men's and women's tournament in each event. Match notifications are delivered to each participant periodically, and the progress of participants is charted on the intramural bulletin board. If matches are lagging, a match contract is negotiated between each match's competing parties. All tournaments are scheduled for completion by the end of each semester.

In team sports, teams are organized through a sign-up list procedure. In this way, the program takes on a more recreational philosophy. For those who seek higher-level competitive experiences, extramural competition is scheduled in the sports of basketball and softball.

Extensive utilization is made of off-campus facilities. Throughout the school year, the nearby YWCA pool is contracted for weekday and weekend recreational swimming, and a local high school gymnasium is rented for eight to ten evenings per semester. Students participate in 3-on-3 basketball competition during the fall semester and regulation basketball and volleyball during the spring semester. Open gym time for informal student recreation is also scheduled. Through the community recreation department, playing fields are scheduled for evening softball and flag football competition. Through cooperation with commercial agencies in the downtown area, roller skating evenings, bike trail rides (via rental bikes), golf afternoons and miniature golf evenings are scheduled. Group rates or special



student rates are attained for these activities. Student trips to the Orange Bowl Stadium for college football games are also scheduled at economical rates.

Effective student communication is achieved through coverage in the school newspaper, posters located in three popular student areas and regular cafeteria announcements during lunch and dinner. In addition, each dormitory supervisor (50% of the students live on campus) is given upcoming event information to announce and post. A great deal of attention is devoted to proper scheduling techniques, as oversaturation of activities is easily possible on the small college campus.

Toward the close of each semester, students who have won individual events, as well as those who have been members of winning teams, are recognized during one of the weekly chapel services. Each person receives a handsome plexiglass key chain in recognition of his or her intramural accomplishment.

Overcoming time and budget and facility limitations is not an easy task. Student benefits, however, more than justify the efforts involved. Even though intramural administration is only 25% of the director's total work load, dedicated efforts can result in a 100% success story.

Selecting Sport Tournaments

Francis Rokosz

A tournament is a structured system for determining the winner of a competition, such that each contestant theoretically has an equal chance of success. The more than ten specific tournaments that have been designed over the years, can be placed in one of four categories: elimination, consolation, placement, or round robin. Since the available tournaments lead to a champion in different ways, one should be aware of the relationships between the various tournament structures and the advantages and disadvantages of their use. There are many factors which influence the selection of a particular tournament to fit a particular set of circumstances, and it is those factors which are discussed here.

Three considerations significantly determine the use of a tournament: (1) the number of entries, (2) the number of contests that can be conducted per time period, and (3) the total number of time periods available to conduct the tournament. For any tournament design, variable numbers of entries necessarily result in correspondingly variable needs for time periods and/or contests that can be conducted per time period. When each of the other two factors is varied, a similar situation occurs.

Since, for any given number of entries, all tournaments require different numbers of time periods to complete, it is useful to be able to determine in advance of tournament construction which tournaments can and cannot be employed under certain conditions. This can be done quickly through the use of mathematical calculations. The calculations are too involved to be discussed here, but a sample thought process can be illustrated.

As an example, if it is predetermined that eight games of football can be played per day and, after the entry deadline, it is found that 55 teams have entered, then a tournament director can calculate the number of days it will take to finish any of the available tournaments. Each tournament structure, of course, has its own formula in which to plug the known figures. The tournament selected may very well depend solely on the relative numbers of days it takes to play the various structures. Under the conditions cited above, a single elimination tournament would require 9 days to play, and a double elimination would require 19 days to play. The tournament director must decide if he/she even *has* 19 days available to play a double elimination tournament. If not, the calculation has made the choice between these tournaments.

Tournament selection also depends on the tournament director's specific objectives in conducting the tournament. Does he/she want entries to be scheduled for a nearly equal number of contests? Is it important to schedule entries on the basis of competitive parity? Should the champion be determined by the most valid means possible? Is it desirable to place-rank some or all entries in the tournament? Are entries to be given maximal playing opportunities? Some designs can meet several objectives, while others can satisfy only one or two. The type of sport to be played and whether it is played with individuals or teams also affects the decision-making process. The age, sex, skill, and number of people playing might also be a consideration.

Single Elimination

A tournament bracket is constructed (Figure 1) such that one horizontal line corresponds to each entry (eight in this case). The lines are vertically connected to designate that two entries play each other (A vs B, C vs D, and so on), and subsequent lines indicate who won and who is to play whom in following rounds of play. For example, in Figure 1, B defeated A

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and is placed on the appropriate horizontal line. Entry C defeated D, resulting in C's placement, which also indicates a scheduled contest between B and C. Once a loss is incurred, an entry is eliminated from further play, so G is the winner because it is the only entry remaining after every other entry lost once.

Because of its simple tournament structure, single elimination—of all the other tournaments—requires the fewest number of games to complete. Therefore, it places the lightest burden on time and facilities. However, since one loss eliminates an entry from play, participation is limited. Because of the sudden-death nature of the tournament, a premium is often placed on winning so one can continue to participate, which in turn may influence people to play desperately and unfairly.

Single elimination is most often employed for individual and dual sports such as badminton, handball, and tennis. Large numbers of entries usually appear for individual/dual sports, so tournament directors tend to use the structure which requires the minimum number of contests, especially when facilities and time are limited.

Forfeits are something a tournament director wants to avoid like the plague. Participation, not winning by forfeit, is the goal. Theoretically, single elimination tournaments provide for the fewest chances of forfeit because they have the fewest number of contests which can be forfeited. In other tournaments, each entry can accumulate more than one forfeit, while in single elimination only one forfeit per entry is possible. Tournament directors observe that individuals forfeit more often than do teams. So, for the forfeit reason alone, it might be well to conduct individual sports in single elimination fashion.

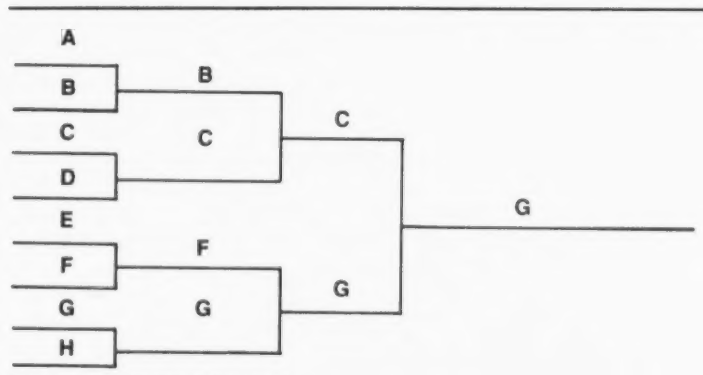


Figure 1. Single Elimination.

Double Elimination

The tournament involves two single elimination brackets which are connected and which operate almost simultaneously. Using the same sequence of events as in Figure 1, Figure 2 illustrates the flow of a double elimination structure.

All entries must start play in the upper bracket. Losers of games in the upper bracket are placed on appropriate lines in the lower bracket. Once an entry loses in the lower bracket, thereby attaining two losses in the tournament, it is eliminated from play. The winner (G) is that entry which is left after all other entries have incurred two losses.

Since an entry must lose twice to be eliminated from double elimination play, it is assured of playing at least twice. This is more favorable participation than is found with single elimination. However, double elimination, as well as other multiple elimination and consolation tournaments, can create more forfeits. If an entry forfeits a contest in the upper bracket, and then forfeits its scheduled contest in the lower bracket, one entry becomes responsible for two forfeits. That cannot happen in single elimination. Furthermore, if a double forfeit were to occur in the upper bracket, the eventual result would actually be three forfeits (two in the upper bracket and one in the lower).

Although double elimination requires about twice as many contests and time periods to complete as does

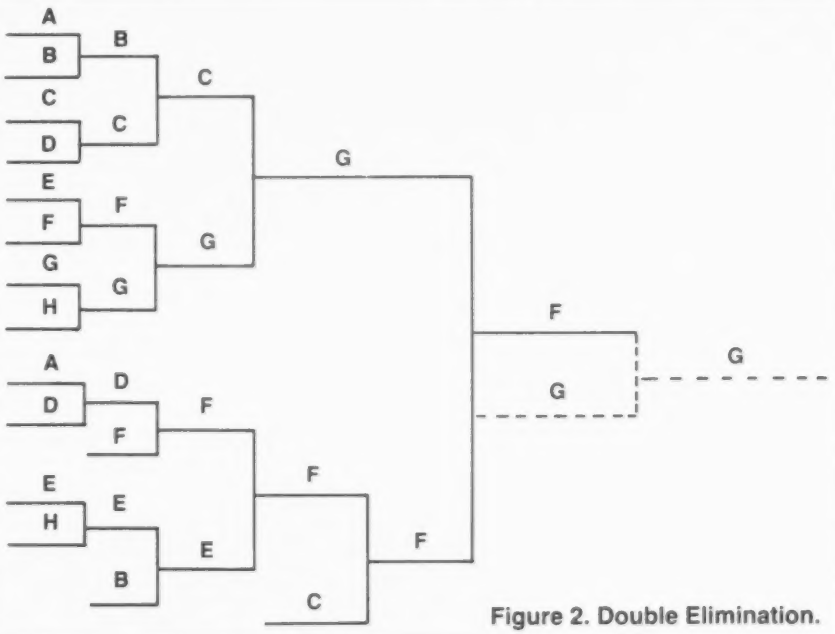


Figure 2. Double Elimination.

single elimination, it does produce a valid champion. An entry can incur one loss from an unusually bad performance and still have a chance at the championship. Other advantages and disadvantages of using double elimination are similar to those for single elimination.

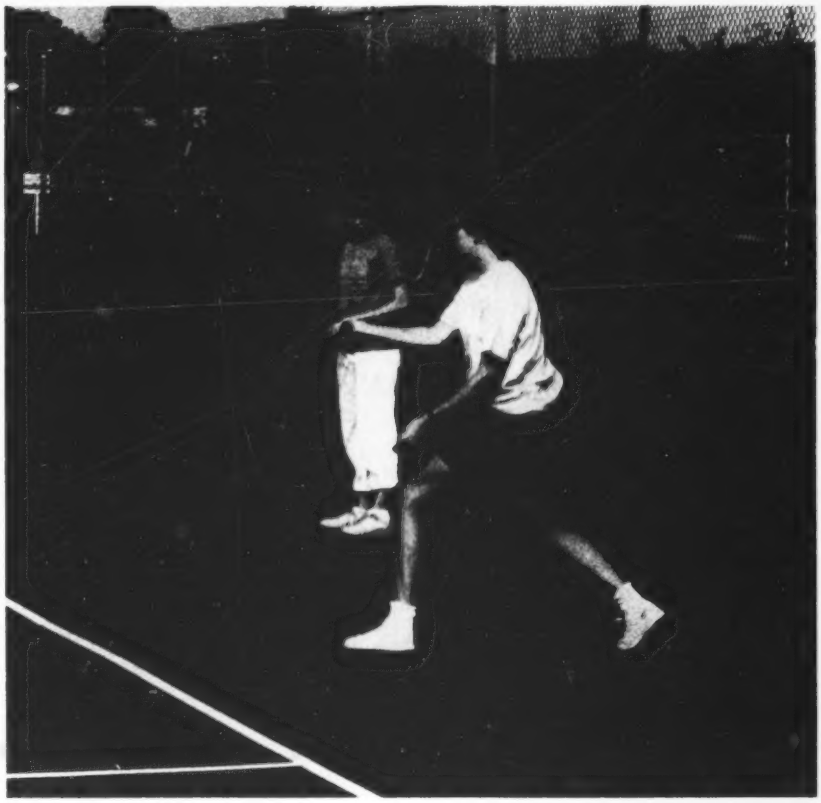
Round Robin

This type of tournament involves the formation of leagues, which is a completely different set-up from the brackets of elimination tournaments. The usual number of entries placed in a league range from five to nine, although any number above two is possible. The concept of the structure is that every entry in the league plays every other entry in the league.

A sample league of eight entries is illustrated in Figure 3. Rounds of play match each entry in the league against another entry. For an eight-entry league, there are seven rounds of play, and the first two rounds are established.

In almost all circumstances, round robin tournaments guarantee each entry the most contests. For an eight-entry league, each entry plays seven times. This is a substantial advantage compared to single or double elimination. No matter how many entries are in those tournaments, they can only guarantee one or two contests, respectively. However, there is one potential disadvantage of major proportions. Because so many contests are guaranteed, there is a greater possibility of encountering forfeits than in single or double elimination. For eight entries, a round robin league has 28 contests, whereas a single elimination has only 7 contests, and a double elimination has only 15. Since each team in round robin is scheduled for seven contests, there is the obvious possibility that any one entry can be responsible for seven forfeits. Round robin is particularly susceptible to forfeits in the later rounds of play, when it becomes apparent to many entrants that there is no chance of winning the championship.

Forfeit potential in round robin can be substantially reduced by manipulating league sizes. The smaller the league, the fewer contests per entry, and the fewer opportunities each entry has to forfeit. The eight-entry league can be split into two leagues of four. Each entry now only plays three times instead of seven, and the total number of games for both leagues combined is only 12 instead of 28. Furthermore, having two smaller leagues increases chances for an entry to contend for the championship.



Because of the frequent opportunities for participation, round robin play is usually employed for team sports. The large number of participants involved in each contest, as compared to individual/dual sports, makes the facility use commitment and the number of games involved in a tournament more justifiable. Further, round robin is particularly useful for outdoor sports, because contests postponed due to inclement weather can be played at a later date without interrupting the flow of the schedule. For any elimination or consolation tournament, postponed contests usually must be rescheduled for the next day of play; otherwise, the tournament may not be able to progress as it must.

It is interesting to note that round robin play is generally considered to be the most valid means by which to arrive at a champion, since every entry meets every other entry. But,

LEAGUE 1		ROUND 1	ROUND 2
1. A	5. E	A - H	A - G
2. B	6. F	B - G	H - F
3. C	7. G	C - F	B - E
4. D	8. H	D - E	C - D

Figure 3. Round Robin

that is not necessarily true. In round robin, one loss can actually deprive an entry of the league championship, if that loss is to an entry that goes through the schedule undefeated. In double elimination, an entry must lose twice before being eliminated, so the possibility exists that an entry can vindicate an upset or close loss by meeting the same opponent twice, and maybe even a third time.

Each tournament structure has advantages and disadvantages. The tournament director must weigh the factors and select the structure that best fits the objectives and the conditions within which the tournament can be played. Although ten tournament structures exist, three are most commonly used. Single elimination is employed most often for individual sports such as tennis and badminton, while round robin is most often used for team sports. Double elimination is frequently used for both individual and team sports.

Get Those Skeletons Out of the Closet...and Use Them in Intramurals

Lynn Stockman Imergoot

There are many different ways of scheduling an intramural activity—including round-robin, single-elimination, or double-elimination tournaments or a playday exercise. Coed badminton intramurals at Washington University have been scheduled to provide a skeleton schedule of matches to be played, allowing the teams to schedule specific matches.

Previously, specific matches at specific times, on specific courts had been scheduled. The intramural director supervised most of the matches to make sure the opponent played the assigned match. This limited the sport times available because there is a maximum number of hours an intramural director can be expected to work.

All matches were scheduled on one evening which meant that anyone with outside commitments or class meetings could not participate. It also meant that the intramural director had to schedule matches to prevent all teams from playing simultaneously during the three hours allocated to this activity.

To allow everyone who wanted to play the opportunity to do so, the

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WASHINGTON UNIVERSITY
Department of Sports and Recreation
Coed Badminton Intramurals

I. ENTRIES

1. Sandy Briggs (863-5887) & Ron Evens (721-5170)
2. Kathy Green (889-6894-W, 721-7075-H) & Jeff Harper (889-6894-W, 725-0724-H)
3. Laura Gordon (968-8926) & Chuck Gordon (889-5247-W, 968-8926-H)
4. Betty Lobos (454-3042-W, 727-7712-H) & Kiyo Fukui (454-2501-W, 361-4092-H)
5. Bev Raab (454-3042-W, 618/277-0254-H) & Rich Levenson (535-0758)
6. Farida Setiadi (863-9163) & Shuen Chi Lo (997-4983)

II. SCHEDULE

Round 1–Matches Must Be Played by November 2

1–6 Briggs & Evens vs. Setiadi & Lo
2–5 Green & Harper vs. Raab & Levenson
3–4 Gordon & Gordon vs. Lobos & Fukui

ROUND 2—Matches Must Be Played by November 9

1–5 Briggs & Evens vs. Raab & Levenson
6–4 Setiadi & Lo vs. Lobos & Fukui
2–3 Green & Harper vs. Gordon & Gordon

ROUND 3—Matches Must Be Played by November 9

1–4 Briggs & Evens vs. Lobos & Fukui
5–3 Raab & Levenson vs. Gordon & Gordon
6–2 Setiadi & Lo vs. Green & Harper

ROUND 4—Matches Must Be Played by November 16

1–3 Briggs & Evens vs. Gordon & Gordon
4–2 Lobos & Fukui vs. Green & Harper
5–6 Raab & Levenson vs. Setiadi & Lo

ROUND 5—Matches Must Be Played by November 16

1–2 Briggs & Evens vs. Green & Harper
3–6 Gordon & Gordon vs. Setiadi & Lo
4–5 Lobos & Fukui vs. Raab & Levenson

manner of scheduling was changed. Instead of scheduling each match in terms of day, time, and place, the skeleton schedule listed the matches to be played with the corresponding deadline date. The opponents had one week to schedule assigned matches. The figure illustrates a completed league schedule.

This alteration has brought about three changes. First, it has increased the time available for Coed Badminton Intramurals by 400%. Second, some supervision previously assumed by the intramural director has been shifted to student proctors assigned to supervise recreation and matches. This proctor has keys to the equipment. Third, forfeits have decreased because players can play at their convenience.

Players are given Intramural Report Cards at the start of the season. Students fill in the blanks to indicate the sport, match played (opponents), winner, and score.

This skeleton schedule is adaptable to any sport usually officiated by opponents themselves, such as tennis and table tennis. For success, four things must be done. First, participants must be motivated to play the sport. Second, the outline of the schedule and the players' phone numbers must be provided. Third, a facility to play (or a court reservation system) and equipment should be available. Fourth, the director or intramural staff person should periodically check on the tournament progress.

A rules interpretation meeting held before the tournament begins tries to solve scheduling problems before play actually starts. During the tournament, phone calls to teams which have not played their matches by the deadline often reveal that opponents have rearranged the schedule, but have neglected to tell the intramural office. Sometimes forfeits must be declared as a last resort.

The skeleton schedule concept has allowed Washington University to increase the number of intramural activities provided, to decrease scheduling time.

Eliminate Volleyball Forfeits

Dave Sims and Lou Fabian

A high forfeit rate detracts from the quality of an intramural volleyball program. The alternative scheduling procedure outlined here alleviates this problem by guaranteeing teams a game every time they enter the court. The procedure is a flexible round robin; it uses two factors inherent in volleyball which can be modified to enhance participation and not detract from the game.[1]

First, the short duration of a typical volleyball game makes it possible for an intramural team to play five games during the course of one hour. Thus, a team can play one game against five different opponents instead of the best two out of three games against the same opponent. A single supervisor can easily maintain order and keep games moving during the simultaneous play because of the second factor—the absence of body contact between the participants.[2]

In a traditional intramural program, six teams are scheduled to play one three-game match on the same day and at the same time every week for five weeks. This system is inadequate to handle the everyday problems of forfeiture and lateness. If teams are late or forfeit, gym time is wasted as only one team is present.

Simply, the flexible round robin is playing with several different teams each week. Each team plays a one-game round robin with five other teams during the same hour (for example, five 10-minute periods per hour). This overscheduling allows everyone to play. By the end of five weeks, each team has played every other team five times for a total of 25 games. League results are based on total game won-loss records and ties broken by the head-to-head record.

The teams benefit by this system because it compensates for forfeits and lateness (Table I) and they are guaranteed several contests each week. If a team doesn't show and a replacement is unavailable, the remaining people play the round robin with a bye. If one team is late, the others begin; usually one team can remain an extra 20 minutes to allow the late team to play the missed game. In addition, matches between teams with extreme ability differences usually end quickly, allowing the weaker team time to better prepare for the next match. Finally, the flexible round robin format is a new experience for the players, which helps to maintain their interest.[3]

A unique advantage of this method

Table 1. The Flexible Round Robin University of Pittsburgh Volleyball Program

	1973–74	1980–81
Teams	53	141
Contests	255	812
Forfeits	20%	0

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is the flexibility of allowing one team to compete in two leagues until a missing team arrives. Five teams report at 7:00, one team at 7:30 and five teams at 8:00. The players are provided with a variety of competition, in addition to again utilizing every available court.

In summary, the alternative scheduling procedure involves scheduling more teams than traditional available court space allows; playing modified-time limit games; and allowing teams to overlap into later leagues when tardiness does occur. The system greatly reduces the forfeits in the intramural volleyball program, and the players enjoy happy and healthy intramural experiences.

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[1]Fabian, Lou & Ross, Marilyn. Scheduling for the future of commuter colleges. *NIRSA*, Vol. 2, No. 3, May 1978.

[2]Fabian, Lou. How a flexible round robin can improve your racquetball teaching program, *Racquetball*, in print.

[3]Fabian, Lou & Nichter, Don. Environment: Its effect on two college intramural programs, *NIRSA: Proceedings*, 1982, in print.

Helter-Skelter Tournament

Edward T. Turner

In many physical education activity courses, the class culminates in a tournament which may run from two to six weeks. This is an excellent opportunity for students to practically apply skills and knowledge learned in the course. However, the problem facing the teacher is the selection of the most appropriate tournament to maximize participation. The typical tournament structures of single elimination, consolation, double elimination, round robin, and ladder, all have drawbacks when employed in the classroom. These include lack of time for round robin, ladder, double elimination tournaments and lack of participation for single elimination and consolation tournaments. In all of the tournaments mentioned, the students must idly wait until their next opponents have been determined or until their next opponents win their previous match, before they can play their next match.

The Helter-Skelter Tournament was designed for classroom use and has been applied in various classes for the past seven years. It is flexible in design which has contributed to its success. The tournament has a draw sheet with each student's name listed and a column for listing the number of wins. The draw sheet can be used as a teaching aid by giving the students' nicknames employing knowledge taught in the course (for example: in tennis—Jane "Overhead" Brown; or in racquetball—Barbara "Bend at the Knees" Dowell.) These nicknames add a didactic, humorous touch to any tournament.

The Helter-Skelter tournament pattern can be introduced during the first tournament class meeting. The students must select an opponent and/or partner (if doubles) of their choosing. Generally a match is an abbreviated version of a regulation match. The length of the match is dictated by the amount of time given to play in one class period. Some examples of shortened matches might be: 5 games in a tennis set; one racquetball game to 15 points; one badminton game to 11 or 8 points. More than one game may be played depending on the time element of the class, but remember that fewer games in a match will provide more matches in a class period.

Immediately after completion of a match, the students quickly report the game/match results to the instructor. The tournament is run most efficiently when the instructor knows the names of the students; results can be recorded more quickly and the students can immediately return to play. Losses should not be recorded since they are negative incentives; the Helter-Skelter was designed to be a positive tournament. Wins are recorded directly into the roll book and transferred to a draw sheet at the conclusion of each class meeting.

Normally six or more games (matches) are simultaneously being played which will result in a number of matches being completed within a minute or two of each other. The instructor records the wins of completed matches and coordinates the players in the best possible way so that an element of keen competition exists. This can be done by having winners compete against winners, and losers against losers. In this way, losers will also be winners. The Helter-Skelter Tournament provides many students with the opportunity to win. For example, if a student has not won, he can be placed in a doubles situation with one of the winning players. They can compete against a doubles team of two individuals who are not winning very much. This gives the "born" loser a good chance to win. It may take two trials to accomplish this, but it is usually successful. On the draw sheet, everybody will have some wins. The whole idea of the instructor having some control on the flexible structuring of the tournament makes this an ideal tournament for teaching purposes.

In a doubles tournament the instructor should have matches re-

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ported the same way as in a singles: just wins. Doubles can make the tournament even simpler if, when as another match is complete, an instructor splits the doubles team up with new partners or has them play singles. No student should have to wait for another match to be complete for more than a few minutes. The instructor can check scores of matches in progress and if none are near completion, he/she should permit the students to play each other again. This match would still count for tournament play.

Another important rule is to constantly have students playing against new opponents and new partners. This gives everyone a chance to play with most classmates. Their choice at the beginning of each class must be to pick someone new to play with and/or against. After the tournament has run for a few days and after the initial daily rounds are finished, the instructor should always ask students if they have played together before. If at all possible, avoid overlapping play or competing against the same individuals. After the tournament has run for about six days, the instructor will have a pretty good spread of wins and a fairly accurate picture of each student's playing ability. It is certainly feasible and worthwhile to have individuals play "grudge" matches against those they have already played or to have those with the highest (or lowest) number of wins play with each other even if they have played each other earlier in the tournament. This will bring the Helter-Skelter to a crescendo at its completion.

A rule should be established that tournament play begins only when the class officially begins; any preclass play will not be considered. A rule should also be established as to whether a match in progress will count when class time expires. A general rule which works well is that in an 11 point match, if one person (team) is ahead by two points or more and has scored at least 7 points, they will receive credit for the win. The purpose behind adhering to only class time is so that all students have equal time to play.

The Helter-Skelter Tournament provides the student with maximum participation in tournament play as well as many opportunities to experience success-failure situations. Helter-Skelter also provides the instructor with some control of the tournament and for an instructional class, this certainly is an important concept. For a meaningful, flexible, enjoyable, and educationally sound tournament, Helter-Skelter is an excellent choice.

An Effective Round Robin Schedule

Brian E. MacTaggart

During the past two years at the University of Western Ontario, an intramural scheduling problem arose—that of scheduling all teams to play twice on the same night, against different opponents and without undue delay between the games of any one team. This problem resulted because the participating teams desired to play twice per week, preferably the same night. There was sufficient facility space and time available for two contests per team per week. The sports involved were such that more than one contest could be played on one night without suffering undue physical fatigue.

Scheduling teams to play twice on the same night would have two benefits. (1) It would eliminate the need to commute to the playing area twice a week. This, in turn, might reduce timetable conflicts and defaults. (2) This schedule would increase the amount of playing time per participant per outing. Both results have been long-desired attributes of intramural programs.

One can schedule teams to play twice a night by adding the next round in a round robin to that night's play. Unfortunately, this method results in one team playing at the beginning of the night and then not again until the end of the night. One can avoid this by tediously manipulating the numbers until one gets most of the teams playing back-to-back and against different opponents for each night's play. However, it becomes frustrating to do this for the many different sized round robins one might have. It's impossible to have all teams play twice in the same night back-to-back and against different opponents unless there are an even number of entries and half that number of playing areas. This rarely occurs. A review of related literature yielded no information or existing tournament schedules that would help alleviate this problem. So to assist schedulers who may have the same problem, the "Tag" Round Robin Schedule was devised. The tournament properties and rotation patterns are outlined and complete schedules are established for up to eight entries. This schedule, used successfully in volleyball and squash, is also applicable to many other sports (for instance, softball, racquetball, badminton).

Rotation Patterns

Entries are represented by numbers. For all rounds, two byes are held fixed as the other numbers are rotated. Each pairing represents a game. The rotation here is conducted counterclockwise. When rotating, each number in that particular round is rotated two places (as opposed to one in a single round robin). Top seeded entries are always placed in the top two spots because the (1 - 2) pairing allows them to play last.

Tournament Properties

N = number of entries (for example, N = 6)

(1) Number of games to complete the league schedule (a double round robin): $N(N-1)$, $(6(6-1) = 30)$

(2) Number of games for each entry: $2N-2$, $(2 \times 6 - 2 = 10)$

(3) Number of rounds of play in "Tag" Round Robin Leagues: N

(4) Number of games in each round: $N-1$, $(6-1=5)$

(5) Percentage of teams that play two games per round:

$$\frac{N-2}{N}, \quad \left(\frac{6-2}{6} = 67\%\right)$$

Number of Entries	Order of Rounds of Play
3	1, 2, 3
4	1, 3, 2, 4
5	1, 4, 2, 5, 3
6	1, 4, 2, 5, 3, 6
7	1, 5, 2, 6, 3, 7, 4
8	1, 5, 2, 6, 3, 7, 4, 8

	Round 1 Week 1 Court 1	Round 4 Week 2 Court 1	Round 2 Week 3 Court 1
	H–A	H–A	H–A
5:00	1–6	4–3	6–5
6:00	1–5	4–2	6–4
7:00	2–5	5–2	1–4
8:00	2–4	5–1	1–3
9:00	3–4	6–1	2–3
	Round 5 Week 4 Court 1	Round 3 Week 5 Court 1	Round 6 Week 6 Court 1
	H–A	H–A	H–A
5:00	3–2	5–4	2–1
6:00	3–1	5–3	2–6
7:00	4–1	6–3	3–6
8:00	4–6	6–2	3–5
9:00	5–6	1–2	4–5

The percentage of teams playing twice per night increases as the number of entries increase. The established rounds provide an equal number of home and away games for each team. However, for any one team, all their home (or away) games are in the first half of the season and their away (or home) games are in the second half. Alternating the home and away games might be desirable. This can be done by changing the order of the rounds of play. The numbers below represent rounds of play (round 1, round 2, etc.).

By arranging the rounds in this order, the scheduler can alternate the home and away games.

Practical Example

The following is a practical example of how pairings in the rotation pattern would actually be scheduled for the courts or fields for several days of play. The number of entries (N) is six. The established rounds for six entries illustrates the proper pairings. The actual schedule, including the proper order of rounds to alternate home and away games, is presented below.

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Established Rounds for "Tag" Round Robin Tournament

Round 1	Round 2		Round 3		Round 4		Round 5		Round 6		Round 7		Round 8	
Home Away	H	A	H	A	H	A	H	A	H	A	H	A	H	A
Three Teams*														
bye–3	b–2		b–1											
1–3	3–2		2–1											
1–2	3–1		2–3											
b–2	b–1		b–3											
Four Teams														
b–4	b–3		b–2		b–1									
1–4	4–3		3–2		2–1									
1–3	4–2		3–1		2–4									
2–3	1–2		4–1		3–4									
b–2	b–1		b–4		b–3									
Five Teams														
b–5	b–4		b–3		b–2		b–1							
1–5	5–4		4–3		3–2		2–1							
1–4	5–3		4–2		3–1		2–5							
2–4	1–3		5–2		4–1		3–5							
2–3	1–2		5–1		4–5		3–4							
b–3	b–2		b–1		b–5		b–4							
Six Teams														
b–6	b–5		b–4		b–3		b–2		b–1					
1–6	6–5		5–4		4–3		3–2		2–1					
1–5	6–4		5–3		4–2		3–1		2–6					
2–5	1–4		6–3		5–2		4–1		3–6					
2–4	1–3		6–2		5–1		4–6		3–5					
3–4	2–3		1–2		6–1		5–6		4–5					
b–3	b–2		b–1		b–6		b–5		b–4					
Seven Teams														
b–7	b–6		b–5		b–4		b–3		b–2		b–1			
1–7	7–6		6–5		5–4		4–3		3–2		2–1			
1–6	7–5		6–4		5–3		4–2		3–1		2–7			
2–6	1–5		7–4		6–3		5–2		4–1		3–7			
2–5	1–4		7–3		6–2		5–1		4–7		3–6			
3–5	2–4		1–3		7–2		6–1		5–7		4–6			
3–4	2–3		1–2		7–1		6–7		5–6		4–5			
b–4	b–3		b–2		b–1		b–7		b–6		b–5			
Eight Teams														
b–8	b–7		b–6		b–5		b–4		b–3		b–2		b–1	
1–8	8–7		7–6		6–5		5–4		4–3		3–2		2–1	
1–7	8–6		7–5		6–4		5–3		4–2		3–1		2–8	
2–7	1–6		8–5		7–4		6–3		5–2		4–1		3–8	
2–6	1–5		8–4		7–3		6–2		5–1		4–8		3–7	
3–6	2–5		1–4		8–3		7–2		6–1		5–8		4–7	
3–5	2–4		1–3		8–2		7–1		6–8		5–7		4–6	
4–5	3–4		2–3		1–2		8–1		7–8		6–7		5–6	
b–4	b–3		b–2		b–1		b–8		b–7		b–6		b–5	

*With three teams, one may play the two 'bye' teams (for instance, 3 vs 2) on the same night so that all teams get two games—and only one of these teams will have to wait (one game).

A Modified Single Elimination Tournament

George W. Rader

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When remodeling of the Northern Illinois field house made severe cuts in the amount of space and time available for our intramural badminton singles tournament last year, we had to make several basic changes in the structure of our single elimination tournament. Previously, ten badminton courts had been available for the tournament, which usually took six or seven weeks for 64 players to complete. Last year we used a gym with space for three courts—available four hours four nights a week over a two-week period.

In previous tournaments, contestants signed up for the tournament and were randomly placed in a single elimination bracket, with all quarter finalists who returned from the previous tournament being seeded. All players received a copy of the tournament pairings and were given a set amount of time—usually a week to ten days—to complete each round. Each player was responsible for contacting his opponent and setting up a mutually agreeable date for their match.

Last year, as each student registered for the tournament, he had to indicate on a card the times during the two-week period when he could not play. The intramural office scheduled all matches according to the times when the participants were available. A bracket was not drawn up because, as each round progressed, different times to play became available for the remaining contestants. As each round was finished, the cards of the losing players were separated from the cards of the winning players, and the next round was set up with the winning players having the same free time periods scheduled to play each other. Seeded players who advanced in the tournament were not scheduled to play one another until they were the only remaining contestants.

All entries were informed on the general rule sheet that it was their responsibility to contact the I-M Office the morning after their victory to report their scores, check the time scheduled for their next match, and confirm whether they could play at that time. Because of jobs, night classes, and other conflicts, some students had to play two matches in one night. However, at least one hour rest period was scheduled between matches, and this worked out satisfactorily.

It must be remembered that this is still a single elimination tournament; if the number of entries is not a power of two, byes must be given in the first round so that in the second round the number of entries is a power of two (4, 8, 16, 32, 64, etc.).

We found this method of running a tournament to be successful. The number of forfeits was small and was usually caused by a player's being injured or ill and not being able to compete at any time during the two-week period. In the past our badminton tournaments were usually completed in a six to seven week period; this year we were able to finish the tournament in six playing days. □

Modifying Intramural Rules

Francis Rokosz

Standard sports rules are often successfully altered to make the game better for participants. These changes may affect players' attitudes and behaviors, make a game more safe, or simplify the rules for the officials—but the most important rule changes are those which improve the game for the players.

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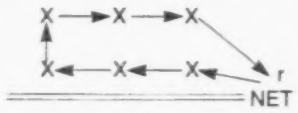
The rules should be structured so that each player can meaningfully participate in a game. No positions should be substantially less significant than others. It is also important that people on a team receive reasonably equal amounts of playing time during a game. Established rules can force, or at least encourage, a relative equality of positions and the free use of substitutes. Since total playing time for a game may be limited to one hour, the rules should be designed to get the most game action for all players, within the time available.

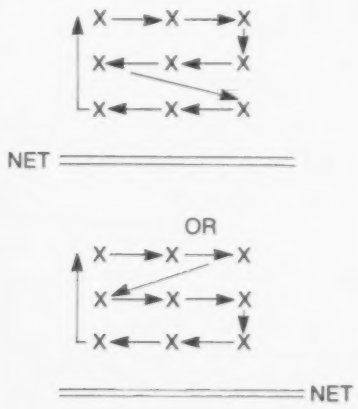
Here are some specific rules modifications for volleyball, football, softball, floor hockey, basketball, and soccer. The essential ideas may be transferred to other activities with modifications.

Volleyball

If there are more than six people on a team, follow the rotation system whereby on each volley, point, or change of service one person goes off the court and another comes on (see diagram).



Of course, more than six people could be put on a court, but certainly no more than nine (3 rows of 3). To accommodate more people, the length of the court could be enlarged from 60 feet to 80 or 90 feet. The rotation for nine people could look like this (see diagram).



A maximum of three hits is legally allowed in playing the ball, which can limit the hitting opportunities for each player. To improve teamwork and individual playing opportunities, make a rule requiring that a ball *cannot be returned* across the net until each player hits it at least once, and give a team unlimited hits.

Regular volleyball rules don't allow for unlimited substitution, for the reason that a team could then take out a strong server on serve receptions and put him in for the serve. A person may legally enter a game only three times. Thus, the participation of substitutes is limited. To eliminate that concern, establish an unlimited substitution rule such that any substitute must enter *at the center back position* (five places away from serving position) and engage in the rotation as previously described.

Football

Blocking restrictions are common in touch and flag football programs. Linemen often are relegated to screen-type blocking, designed to reduce violent body contact. However, these players don't get the feeling of playing a significant role in the game. It's no fun to passively impede an opposing player's progress. It seems best either to allow significant contact on blocks or allow no blocking at all, and designate these players receivers. Certain rules should obtain when intense contact is allowed: (a) no leaving one's feet during the block, (b) no blocking below the waist, (c) no blocking beyond line of scrimmage, (d) no spearing with the head, and (e) no forearms bent more than 90 degrees from the upper arm. If blocking is eliminated, establish a rule giving the quarterback time to throw the ball, by delaying the pass rush or not allowing one at all. Delay the pass rush by setting the defensive line of scrimmage five yards from the ball, and letting the defense rush at the time of the snap. If no pass rush is allowed, set a time limit of five seconds on the offensive team to get the ball across the line of scrimmage, either on a run or a pass.

Allow any formation on plays from scrimmage, and make players on the team eligible receivers. This gives each player a greater potential for meaningful participation in a game by increasing chances for handling the ball.

Softball

The game of softball has several inherent problems, whether fast or slow pitch. A good pitcher dominates the fast pitch game and the batters can't hit the ball, resulting in little offense, low scores, and little satisfaction. In slow pitch, the high arc of the pitch discourages the batter's taking a level swing at the ball. Both fast and slow pitch softball rules do not allow for free substitution; once a player comes out of the game, he is out for good. Finally, game action can become tediously slow when the pitcher throws too many unhit pitches. Solve these major problems by instituting one, two, or three pitch softball. The rules follow.

- The batting team supplies its own pitcher, and the fielding team the catcher. If two pitch softball is played, the batter must hit a fair ball on either the first or second pitch. Since the pitcher is a teammate of the batter, he tries to feed the batter good pitches to

hit. Any pitch not swung at, fouled off, or swung at and missed counts as one of the two allowed pitches. If, on the second pitch, a fair ball is not hit, the batter is automatically out. The ball cannot be bunted or chopped downward, as defensing these hits requires the cooperation of the pitcher. This rule stimulates more game action and excitement within the allowed playing time, and allows the batter to take a normal swing at a pitch. It also allows the poorer players to hit the ball more often and more solidly.

- An inning for the hitting team consists of the whole team going to bat (as determined by the number of players in the field). The number of outs made is irrelevant to the length of the inning, except that, when the last player has come to bat, the offensive team continues to bat in rotation until an out is made. This is so that the last batter needn't hit a home run to score. Batting through the whole order fosters a more even participation by teams that may be unequal; players on poor teams bat approximately the same number of times as those on good teams.
- The batting order can be changed from inning to inning. Combined with the way an inning is conducted, this makes for very free substitution. A team may constantly change its fielding line-up without permanently removing players from the game, and those who field are not required to bat. This allows for maximum flexibility in shuffling players in and out of a game, it allows a team to play its poorer players without permanently removing the better players from the game and jeopardizing a team victory. In a word, total team participation is enhanced.

Floor Hockey

Six players on a side is ideal to minimize congestion on the court, especially around the puck. To do that, establish restrictions on team alignments. Designate players to halves of the court. In essence, a team is allowed a goalie and two defenders in the defensive zone, three forwards in the offensive zone. Three offensive players attack against two defenders, the goalie usually staying in the crease. That gives offensive players a reasonable opportunity to control the puck in the offensive zone and set up a play. Otherwise, so many players congregate around the puck and goal area that passing and scoring occur more from luck than skilled performance. Player safety is also improved by spreading people out.

Basketball

Eliminate dead ball situations that require the stopping of the clock and break up the continuity of the game.

- Eliminate halftimes and even times out (except for injury). Teams switch ends of the playing area at the midway point in the game. This rule increases playing time and fosters the liberal use of substitutes.
- Eliminate one-and-one foul shots. Shoot only technical fouls and two-shot fouls. For all other fouls, the ball is taken out-of-bounds by the offended team. If the clock is stopped during the last two minutes, shoot all fouls; consider making these all two-shot fouls to penalize players who foul deliberately late in the game, attempting to make the infraction look inadvertent. Another possibility is to eliminate foul shooting entirely, simply awarding a team two points for a two-shot foul.
- Substitutions can be made on the fly, while play is still on. Incoming and outgoing players must *touch hands* at the scorer's table before a substitution is legal.
- Eliminate jump balls, giving teams the ball out-of-bounds alternately.

Soccer

Reduce the number of players on a team to about seven, allowing low-skilled players more time and space in which to handle the ball comfortably. Also, follow the suggestion for floor hockey: divide teams into offense and defense, restricting players' movements to their respective halves of the field. Again, the slight favoring of the offense makes it easier for the offense to control the ball and set up plays.

In summary, there are many modifications of sports activities which increase participation, simplify officiating, and make games more fun. The modifications presented are not an all-inclusive list, but are supplied as "food for thought." The best modifications are yet to come—they're waiting for you to discover them.

Improving Response and Participation in Intramural Programs

Donald E. Baren

"Kids are different today!" "They don't want to participate in the intramural program." "Our programs are not stimulating interest in today's youths!" These comments are heard frequently in discussions regarding whether the intramural programs of today should be continued. Does this have to be the only answer?

Perhaps, instead of expecting today's students to change to our ways of thinking, we should be the ones to change our ways of promoting and providing exciting activities. The intramural programs of yesterday must be in constant change just like everything in life, if they are to meet changing societal needs.

The middle school level is ideal for an active and exciting program that will gain the acceptance of today's youths. The young people are just as active, idealistic, and fun loving as children from past generations. What may make them appear different is that they need new methods and reasons for becoming involved. Instead of just offering an activity, today we have to continuously sell and promote new and exciting reasons to participate.

The program described here has been changed many times during the past 12 years. Our program has not only survived but has improved its popularity with the student.

Administrators and teachers had to be flexible and compromising in developing new alternatives so that the intramural program could continue as school and society conditions changed.

Our entire program is based on attendance. In order to receive an award, a student must have regularly participated in that event. Points are awarded for each activity, and also recorded for yearly totals. These points help students earn an athletic letter, receive an invitation to the year end awards party, and be eligible for the Top Athlete of the Year Award. Extra points may also be awarded for being named to the All Star team, for being a member of a championship team, or for winning 1st, 2nd, or 3rd in individual events. Special tournaments such as wrestling, table tennis, and volleyball are available to earn extra points.

Each year at least one gimmick or idea has been introduced to stimulate interest or to promote a new activity. It is important to remember that these ideas, once introduced, must be continued so that they become an integral part of the program.

One of our best publicity gimmicks has been the acquisition of a polaroid camera. Although the film is a bit more expensive, the immediate reward is worth it. These pictures are marked with the students' names and saved for display. Many former students return to see the old pictures and to keep contact with our staff. The publicity also works with new students to enter school and begin asking about the programs pictured.

Here are examples of gimmicks used in various activities:

Flag Football League Ideas

1. Paint a panel of a football with white paint and letter the names of the championship team members on it.
2. The championship teams play against the All Stars selected from the other teams in the league. Certificates and polaroid pictures are used for the championship team. (Similar awards are given in basketball and softball.)
3. 8th grade All Stars play against the men staff with pictures of both teams.

Basketball League Ideas

1. "One on One" Tournament only for those boys in the league. Each grade level winner receives a trophy.
2. Faculty vs. the entire 8th grade league. This activity gives all students in the league a chance to play against the staff. Games are only 20 minutes long and are split into two halves. The staff continues to play until it has played all the teams in the league.
3. 8th grade All Stars vs. men staff: Each staff member is charged $.25 to play in the game. The money collected is used to buy a trophy for the "most valuable player" 8th grade student in the game. Each staff member is given one vote in the 4th quarter to determine the winning player. A large school trophy also has the boy's name inscribed on it.
4. A field trip to a Milwaukee Bucks professional basketball game is available for selected 8th grade players. The students pay for a bonus night ticket and then are given a free meal at the home of one of the staff members plus free transportation to and from the game. Other staff members and their children are also invited to attend this big event. Thirty tickets have been purchased for this year's game and this includes some former staff members who are now at other schools.
5. Offer a basketball scholarship to an 8th grade student for the city summer basketball camps.

Wrestling Tournament Ideas

1. Points are awarded just for entering the tournament.
2. Points are awarded for placing 1st, 2nd, or 3rd.
3. Trophies are awarded to the champion of each weight class. Certificates are given to the runner-ups.
4. Polaroid pictures are taken of the finalists *before* their match.
5. Videotape the finals for later viewing by staff and students.
6. Publicize the boys in the finals by making a program that is distributed to their teachers.

Gymnastics Tournament and School Program Ideas

1. Ribbons are awarded for 1st, 2nd, and 3rd place in all events. In addition, there are two levels of compulsory competition and a third optional level for a boy from either compulsory level.
2. Trophies are given for the most valuable player in each of the two compulsory levels.

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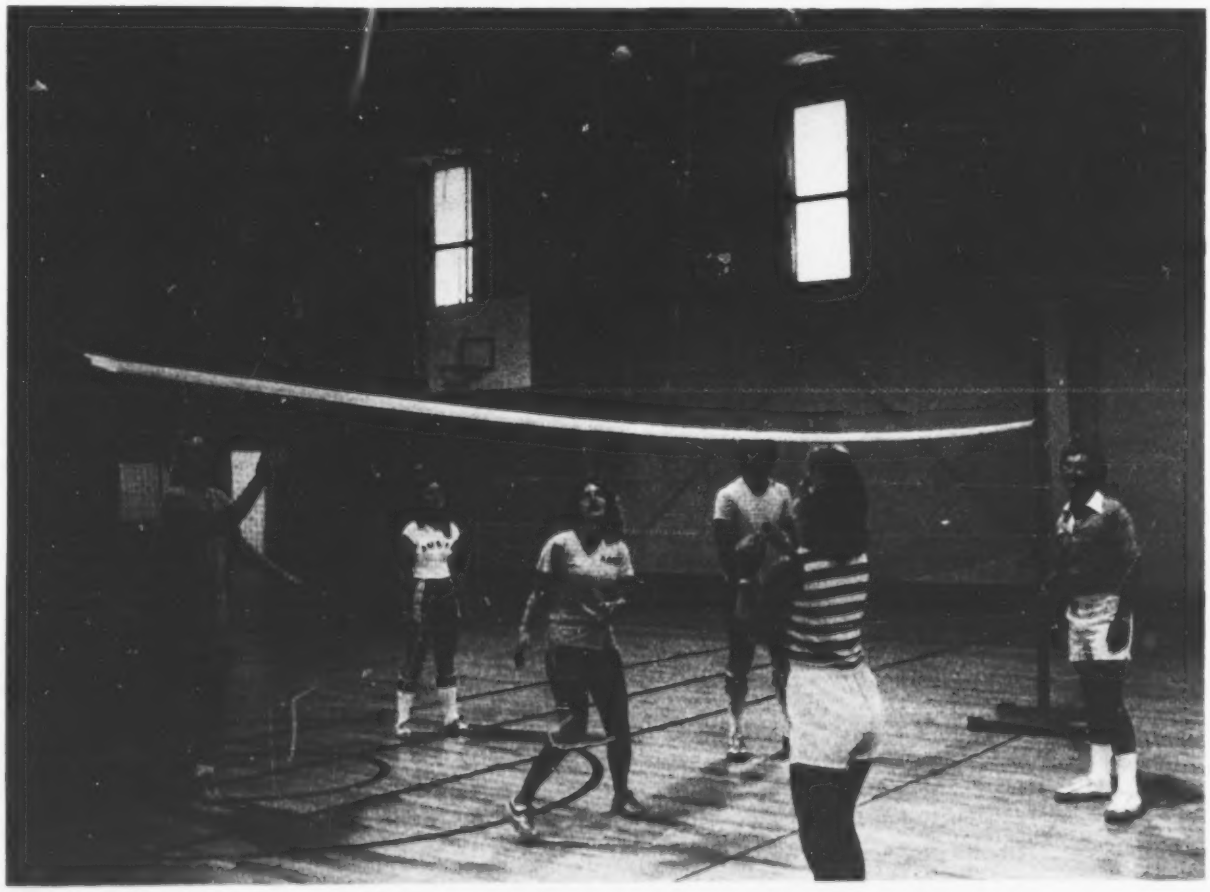
3. A trophy is given to the best all around gymnast of the year. In addition, the student's name is placed on a large school trophy.
4. The tournament is open to staff, students, and parents for their enjoyment. Participants are encouraged to ask anyone they desire to attend the event.
5. Points are awarded not only for participating in the gymnastic practice sessions (5 weeks) but also for winning 1st, 2nd, or 3rd in the meet.
6. Students who have demonstrated skill in various events and who have attended on a regular basis are eligible to be selected for the school program. This event is featured as part of the spring evening open house.
7. A colorful program is designed for this open house and each team member plus all staff are given copies.

Bowling League Ideas

1. Lasts 10 weeks in both the fall and spring semesters.
2. Certificates and trophies are awarded at the end of the school year.
3. Student/Staff Bowling Night. Teachers are paired with a team for a one day tournament.
4. Party for all participants of the league.

Track Meet Ideas

1. One point is given for entering any event in the meet.
2. Points are awarded for winning 1st, 2nd, and 3rd place.
3. Ribbons are awarded to the first three winners in each event.
4. Certain events on the school record board may only be broken during this track meet. (This increases participation at all grade levels.)
5. Students who set new records receive a certificate for their accomplishment.



Mixed Murals

Bob Thompson, Kent Bunker, and Ada Van Whitley

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All over the country, co-recreational activities — featuring modifications which allow men and women to play on the same teams—are growing faster than any other type of intramural or recreation activity. Many are attracted by the opportunity for husband-wife teams, dating couples, and fraternity and sorority combinations to participate in physical activity together. The social attraction of co-rec activities emphasizes their recreational aspects. Co-ed groupings enhance personal interaction in strategy, practice, team play, celebration, and consolation. The keen edge of competition is generally more controllable in mixed company. Grouped competition in co-rec programs allows the accommodation of a wider range of skill levels. Participants and coaches must cooperate closely to meet the modified playing conditions.

Increasing student interest in these programs offers program directors an opportunity to meet more of the participants' needs and interests. Co-rec intramurals at Oklahoma State have followed the nationwide trend, with 300-400% increases in participation in most activities.

The key to successful co-rec programs is in the effectiveness of rules modifications. Rules must be kept simple while equalizing play among men and women by avoiding male domination of any activity. Change for its own sake is unwarranted, but the effects of established physical differences must be minimized.

Co-rec basketball, as played at OSU, illustrates an appropriate style of rules modifications. Although some have preferred to restrict men's offensive action through complicated arrangements, it is really unnecessary. Simple organization for two simultaneous three on three games provides equal activity opportunities. Six players, three men and three women, make up each team. The men of both teams are restricted to one half of the court, the women to the other. Offensive play is alternated each quarter between each team's men and women. The ball is passed across court by the defensive trio to their own offensive representatives, male or female. The ten-second rule is enforced to prevent stalling in the backcourt. Thus each team must depend on both men and women to score, requiring total team participation and cooperation. Fouls committed on the defensive end during bonus situations are shot by a designated free throw shooter on each team's respective offensive end. The tip-off may involve either two men or two women in opening a fun-filled basketball game.

Several other activities have potential for the co-rec combination. For example, restricting men from advancing the football across the line of scrimmage in flag football enables men and women to compete reasonably in an active outdoor contest. Eliminating spiking in volleyball and using inner tubes for water polo (see JOHPER, Sept. 1974, p. 90) are other examples. Many activities normally played in doubles combinations such as tennis, table tennis, and racquetball require only a scheduled time. Bowling is another natural for co-rec programs.

Administration of co-rec programs is relatively simple and very productive in terms of satisfied participants. All of these activities and many more are available to imaginative directors who are willing to adapt them.

Intramural Gymnastics Competition

William L. Cornelius

An intramural gymnastic competition, if properly organized, can cultivate student and community interest in gymnastics. When meet procedures have been developed carefully and incorporated into the competition, an atmosphere evolves conducive to both enjoyment and the acquisition of knowledge. The organization of such an event is no easy matter. Demands placed on administrators, recreation supervisors, and teachers are varied and often disconcerting. Such demands, coupled with those of their regular jobs, create conflict and confusion, and often discourage individual initiative in the planning and organization of the event. There is, therefore, a need for organizational ideas and direction, so that school personnel will waste the least time in these efforts.

Meet Organization

Pre-planning is essential. The smooth operation of a gymnastic meet is deceptively difficult, and planned steps must be taken to assure efficient organization. The initial step in deriving a functional framework is the development of a checklist, including all important functions to be dealt with before, during, and following the gymnastic competition. The checklist assists the meet director in handling details and delegating responsibilities.

Before the Meet. A checklist used before the meet should address the following duties:

- Schedule the facility and contact gymnastic judges
- Schedule a workshop for meet personnel
- Contact, secure, and train meet personnel
- Publicize the competition
- Check apparatus safety and Maloney's[1] mat dimensions
- Design the meet floor plan and prepare announcer's material
- Prepare the scoring forms
- Request entries to finalize forms and announcer's sheet
- Obtain all needed supplies

Day of the Meet. The cooperation of meet personnel and the use of a checklist minimize mistakes and mismanagement. Checklist activities the day of the meet are oriented toward setting up the gymnasium, and follow.

- Place equipment on the floor (crash pads are encouraged) and conduct a safety check
- Examine apparatus specifications by Gander[2] for senior competitions and age levels by Maloney[1]
- Post the order for events and competitors
- Provide scoring personnel with forms and pencils
- Provide each judge with forms and pencils
- Set up public address system for the announcer and update the announcer's presentation sheet

During the Meet. Fewer errors, a pleasant atmosphere and less time waste are all made possible by proper organization prior to the competition. But be sure to attend to these concerns during the meet.

- Prepare for the opening and closing ceremonies
- Make provisions for the activities that occur while individuals are performing routines (refer to the section below on personnel)
- Clear the area of participants at the completion of the final performance
- Post results and distribute awards from the office following the meet; presentations can accompany the announcing of final individual, all-around, and team scores during the closing ceremony

Following the Meet. Subsequent to the closing ceremonies, personnel should be assigned to the following areas of concern.

- Provide team representatives and the campus press with duplicates of the final results
- Check gymnastic apparatus to assure its proper condition
- Return all equipment and supplies to the proper locations
- Have the facility cleaned
- Follow with a thank you note to individuals who had a positive influence

Personnel

Personnel without a gymnastic background can still function constructively in running an intramural gymnastics competition, so long as a cooperative atmosphere is created. Each individual should understand his duties and how they fit into the total effort. There are six categories in which meet personnel serve: directing, announcing, judging, managing, scoring, and supporting. Each of these six has its own personnel and its own demands, as described below.

Directing

The *meet director* is responsible for the total functioning of the gymnastic competition and must stand accountable for setting an atmosphere encouraging a variety of pleasurable experiences. The personnel chosen by the director to work in the meet must be reliable.

An *assistant meet director* is an effective means of improving essential contact with people working in the meet. It is usually difficult for the meet director to personally make all the necessary contacts. Take care, however, to maintain enough contact to preserve functional integrity between the director and basic meet proceedings. If the assistant meet director has a competitive gymnastic background and understands meet

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procedures, he should personally coordinate the training of personnel. He should describe duties, and articulate how each position fits into the total picture. A checklist of the duties of each position allows the meet director to monitor job completion.

Judging

Capable *judges* establish credibility and a pleasant atmosphere. Try to obtain certified judges through the local judges' association. One of the four judges serves as the *superior judge*, to supervise the scoring process. When using the closed system of scoring, judges place a score on an intramural gymnastic meet judge's form and send the score to the superior judge.

Each judge determines the competitor's score at the completion of a gymnastic performance based on a maximum of 10.0 points. A judge should derive a score within 10 to 20 seconds, record the score on the judge's form, and give the form to a runner who takes it to the superior judge. According to the International Gymnastic Federation (FIG) Technical Committee for Men[3] and Women[4] there is a standard range allowed between the two middle scores given by the four judges. A conference takes place between the superior judge and the judges involved when the two middle scores do not fall within the prescribed range.

Individuals with a knowledge and interest in studying gymnastic performance may serve as judges if certified officials are unavailable. Judging workshops should be scheduled to allow these individuals to achieve competency in judging procedures.

Scoring

Some exposure to scoring procedures prior to the competition simplifies the work of scoring personnel. Again, a workshop provides a working familiarity with the forms and general procedures used in scoring.

The *substation scorer* sits by the superior judge in order to quickly receive a competitor's scores via runners. He averages the two middle scores and directs the *flasher* to show the averaged score to the head scoring table, then the audience. As the averaged score is flashed, a *runner* takes the four scores given each competitor to the scoring table to be placed on one of the Individual Event Scoring Forms (IESF's).

The IESF for Men and Women enables head scoring table personnel to maintain a full record of performance. Included on this form are the four judges' scores, average, and place given an individual for a performance on one event. The IESF's also inform the scorers of each gymnast's team affiliation, which furnishes a quick reference in tabulating team points. Each judge is assigned a number on the form, which allows a complete record of judging patterns.

Official team score forms for men and women provide for a cumulative total for each team entered in the competition. If rules are unavailable for determining team points, scores given to the top three individuals in each event per team can be used.

An official all-around score form for men and women provides space for both the average score for each event and a running total. According to the FIG Technical Committee for Women,[4] the female all-around gymnast enters four women's events. The FIG Technical Committee for Men[3] noted that the male all-around gymnast enters the six men's events. By having access to the total all-around score for each gymnast it is also possible to provide places in the all-around event on these forms.

Scorers should share space with the announcer. This gives the announcer immediate access to running event scores for teams, all-around gymnasts, and individuals entered in each event. The assistant scorer can be assigned to scoring duties and can assist the announcer.

Because team representatives and press members must receive copies of the final results, duplication procedures should begin prior to the closing ceremonies. Copies should be provided within minutes following the meet. An *individual assigned to duplicating* can complete most of the forms dealing with individual events before the closing ceremonies. If all scoring forms are accurate and up-to-date, the remaining tabulations and duplication can be completed in the short time allotted.

Announcing

An *announcing* agenda should be developed in advance of the competition. Items can be corrected or added prior to opening ceremonies. When well-known people are in attendance, they should be added to the announcer's sheet, and introduced during the opening ceremonies. The announcer must set the atmosphere in an efficient, subtle manner. He begins with the opening ceremony, assists in maintaining the tempo of the competition, and conducts the closing ceremony.

Managing

A *floor manager* is responsible for all equipment and supplies used before, during, and after the competition. The following schedule deals with duties to be accomplished by the floor manager and the equipment crew.

- Locate equipment and supplies prior to the day of the meet
- Place all equipment and supplies in the proper location two hours before the meet begins
- Realign equipment subsequent to warmups and set up chairs for judges, flashers, and substation scorers one event ahead
- Close the gymnastic area immediately following the competition
- Return all equipment and supplies following the closing ceremony

Support Personnel

Support personnel are used by the meet director to assist major personnel. The *expeditor* assists the head scorer and announcer in maintaining the proper order of competitors, and assures that the competitors are ready to compete without delay. He distributes the order of competitors and is responsible for updating the order following a scratch session. He then places copies by each team bench. Runners and flashers work directly

with the superior judge and scoring personnel, as described in the section on scoring. An *athletic trainer* should be present to prevent and care for gymnastic injuries.

Summary

Care should be taken to provide individuals participating in an intramural meet with a positive experience. A properly organized gymnastic meet is exciting, cohesive, and pleasant. Competitive gymnastic performance and superb organization will culminate in the perfect meet atmosphere.

Notes

[1]Maloney, C. *Rules for United States gymnastics federation competition*. In L. Chencinski (ed.), *Rules and policies governing competitors*. Tucson, Arizona: The United States Gymnastic Federation, no date.

[2]Gander, A. *Measurements, dimensions and forms*. Chiasso, Switzerland: Executive Technical Commissions of the International Gymnastic Federation, 1965.

[3]Men's Technical Committee. *FIG code of points*. Zurich: Neue Zurcher Zeitung, 1975.

[4]Women's Technical Committee. *FIG code of points*. Zurich: Neue Zurcher Zeitung, 1975.

Three Pitch Softball

Dennis M. Carey

One of Michigan Technological University's traditional, and most popular fall quarter intramural programs has been a double-elimination softball tournament. Despite the outward popularity of the program, a solicitation of student comment through a survey conducted prior to the organization of the fall 1980 program indicated a high level of frustration with the arguments created by the calling of balls and strikes and the shortness of games (a one hour and fifteen minute time limit). In response to these concerns the writer implemented a Three Pitch Softball program using the same rules he had developed while at Northeastern University in Boston.

The underlying principle of the three pitch game is to increase the opportunities in the more enjoyable participative aspects of the game: hitting, fielding, running, and scoring. Replacing balls and strikes with the requirement that the batter hit one of three pitches in fair territory means that most game time is spent on hitting, fielding, and scoring, rather than on pitching.

Those who are unfamiliar with three pitch softball are likely to argue that all the pitcher has to do is throw three bad pitches and the batter is robbed of the opportunity to hit. To eliminate this possibility, the batting team provides its own pitcher (with no requirements for arc on the ball), and the defensive team no longer has a player in the pitcher's position. Any batted ball that hits the pitcher is immediately dead and is ruled no pitch. On all other plays the pitcher may not become involved in or interfere with the defensive team's playing of the ball.

What about umpires? At Michigan Tech and at Northeastern the program had umpires, but the game also fits well into a situation where budgetary restrictions may make employing umpires impossible. In the no umpire situation, team captains may decide disputes and on close plays on the bases, runners may be called safe if the ball is bobbled by the fielder or called out if the ball is fielded cleanly.

The three pitch game may also help when availability of facilities is a problem. Michigan Tech has only two softball fields available, so placing a one hour or eight inning limit on games has squeezed more out of our facilities without detracting from the fun of the game.

The best way to understand how the game emphasizes participation is to review the rules.

1. There will be a one hour or eight inning limit on each contest, whichever occurs first. If the score is tied at the end of one hour or eight innings, the game will continue until a winner is determined.
2. The batting team will provide its own pitcher who may or may not be listed in the batting order. There will not be a defensive player in the pitcher's position. The pitcher is not to become involved in any defensive play. If a batted ball in fair territory hits the pitcher, play is immediately dead and no pitch is called.
3. Each batter will get three pitches. The batter must hit one of the three pitches in fair territory. If a fair ball is not hit, the batter is out. Balls and strikes *will not* be called.
4. If the defensive team desires to walk a batter intentionally, they must notify the umpire prior to the time the batter they desire to walk comes to the plate and receives a pitch. The batter will then go automatically to first base.
5. Official American Softball Association Slow Pitch Softball Rules will apply except where differences are noted. Lead-offs, stealing, bunting, and chopping down on the ball will not be permitted.
6. The defensive team will consist of nine players: four outfielders, four infielders, and a catcher.
7. Teams will have the option of using a designated hitter (10th batter). Teams wishing to have a DH must list that

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person on the line-up sheet prior to the start of the game.

8. Once a player leaves the game, he may not re-enter unless a player becomes injured and is unable to continue to play, and all other players present at the game have played.
9. In cases where the pitcher is listed in the batting order, a substitute may be used to enable the pitcher to bat. In such cases, the pitcher listed in the batting order may not return to the mound until he has been officially retired or has scored a run.

Three pitch softball has been successfully adapted to a variety of situations, especially where facilities and officiating monies are limited. The reader should not assume that the game is designed to eliminate the need to train umpires. Rather, it is hoped that the reader will view three pitch softball as another way to make an already great game a little more fun for those we serve.

Innertube Water Football

Rod Phillips

American football is tremendously popular with our young. Participation and spectatorship at high school, college, and professional levels is tremendous. Modifications of the game such as "touch" football have made it available to the masses at low cost. Try giving the game a really different twist by playing it in innertubes in the swimming pool. This game first developed as intramural participants in East High School in Cheyenne were looking for another pool activity besides innertube waterpolo and water basketball. The game caught on beautifully among intramural participants. It can be played coed or with boys' and girls' leagues. The simple rules are presented below.

Playing Area, Players and Equipment

The pool is divided into three areas. Towels are placed as markers over the side of the pool 15 feet from each end, and at the middle of the pool. Do this on both sides of the pool so that players can orient themselves easily (Figure 1, see facing page).

Each player sits in a tube. There are six players on the teams, which are differentiated by "hats" (pool caps) vs. "hair." Everyone on the team is an eligible receiver, but four offensive players must begin on the line of scrimmage. The ball is not the standard leather article, but a wiffle or rubber football (a wiffle football preferred for coed games).

Rod Phillips is intramurals and physical education coordinator at East High School in Cheyenne, WY 82001.

Playing Rules

- Games are 2–10 minute halves.
- On kickoffs, kicking and receiving behind their respective 15 foot areas. Throwing replaces kicking and punting.
- If the ball is kicked (passed) out of the pool on a kickoff or punt, possession goes to the receiving team at mid-pool.
- Excepting the kickoff, the ball is tossed to the designated quarterback by the referee from the side of the pool to begin each play. This takes the place of the center snap.
- A team has four downs to make a touchdown, or may elect to punt (pass) on fourth down. When a team punts, the offense cannot cross the line of scrimmage until the ball is punted.
- The quarterback may run or pass. To run, the player puts the ball in his lap and kick-paddles his tube.
- A team may lateral (over or underhand) any number of times while moving down the pool, but the ball is "dead" if it touches the water.
- To score a touchdown, the ball much touch the top edge of the deck while in the hands of the offensive player.
- To tackle a player, one must tip him out of his tube. Note: the defensive player must make contact with the ball carrier before he can leave his own tube on a tackle. If a defensive player makes a tackle while out of his tube, the offense gets the down over; possession is resumed at the point of the infraction or at the line of scrimmage, whichever is further advanced.
- Neither team may use the side of the pool (gutter) to pull themselves downpool.
- Players may not put their hands or feet on another's tube in the secondary. A player may only block progress by his tube.
- A player leaping from his tube to intercept a pass is legal, so long as he obtains control of the ball before hitting the water.
- Infraction of rules is punished by N.F.L. rules, but is marked off in feet instead of yards.

Since the referee controls the snap of the ball, it is easy to have both teams onside. If someone is out of a tube and has trouble getting back in, give him time to regain a seat. When snapping the ball (tossing the ball to the quarterback), blow your whistle to alert both teams.

Getting a "Bang" Out of Intramurals

Robert Calloway

Several years ago at Walker-Grant Middle School, we decided to expand our physical education offerings to include activities relevant to the middle school students and their environment. We also wanted to incorporate more carryover activities and chose to add a shooting program. Our main objective was to provide instruction on safe handling of firearms, while offering a fun activity that also provided a test of skill and marksmanship. Because most of our students, although living in the city, owned or used B-B rifles, we centered our instructional unit around the National Rifle Association Approved Daisy Program.

The intramural program, which includes as many activities used in instruction as possible, then added riflery to its offerings. Intramurals at Walker-Grant are offered in the morning before classes begin. This time has proven best for our city school because many students had other activities or responsibilities after school.

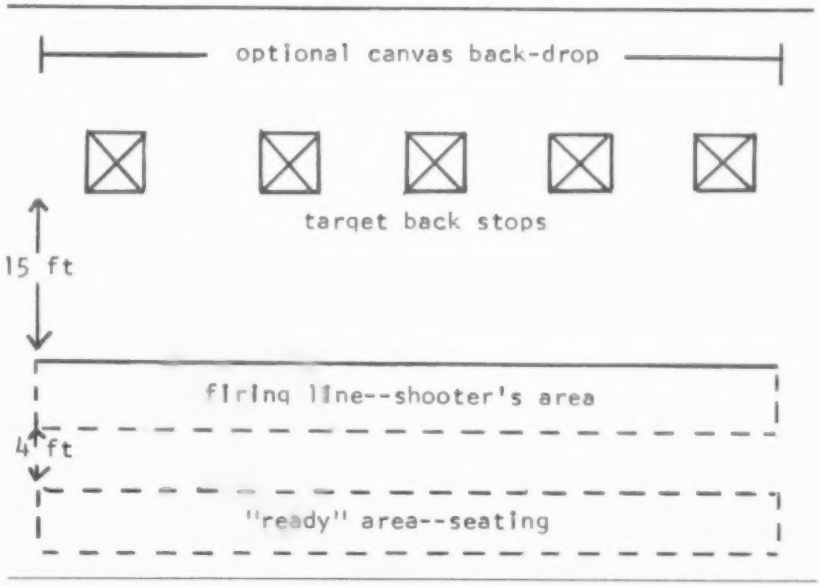
Adding Riflery to the Program

When the riflery segment of the intramural program began B-B rifles were borrowed from the Jaycees in town, and faculty members and students were willing to allow others to use their rifles (whether just their class period or all day). Since the initial trial, two or three B-B rifles have been purchased a year, and presently there are 10 rifles for use. The program provides both the B-Bs and targets (hand drawn on duplicating masters) for each student participating. The target is the same size as the NRA official Single Bull Target. Rifles and B-Bs are purchased as part of the physical education budget. Paper and duplicating masters used for targets are obtained from the supply used by all teachers.

The firing range can be set up inside or outside depending upon the time of the year it is used. Since our physical education field is across a street and down a hillside, we find the indoor range is best for us; it is quicker to set up, yet still provides a safe atmosphere. The actual distance of the range, as recommended by the NRA Approved Daisy Program, should measure 15 feet from the end of the muzzle to the face of the target. The backdrop is located three or four feet behind the target. An additional ten feet or so should be provided behind the shooter as well as a similar buffer zone around the entire range. The number of shooting positions will depend upon available space (a four-foot wide area is recommended for each shooter).

For the backstop, cardboard boxes can be used. These boxes should be large enough for any student to hit (a minimum of a two-foot square front surface is recommended). Although these boxes can be filled with crumpled newspaper or a piece of canvas hung freely from inside the center of the box, we have found that several towels in each box works as well. A blanket backdrop is used for an added precaution, though it is optional. Target boxes are placed on a row of mats to reduce the hard floor surface around the boxes. The shooters shoot from a row of mats, from a prone position because of its ease and familiarity by most students.

The same procedures are used for intramural riflery as those used for the regular class instruction. Each shooter has a student coach who loads the rifle and counts the number of shots. Each target should have no more than five holes or it is nullified. After all shooters have completed five shots, each one retrieves his target and places another on the box. A total of 20 shots is counted for each shooter, and the one with the highest total is declared the winner. In the event of a tie, a shoot-off consisting of five shots is employed. Not only is this activity coed, but both seventh and eighth graders compete together in this phase of our program.



Robert Calloway was a physical education instructor and intramural director at Walker-Grant Middle School, Fredericksburg, Virginia, and now teaches at James Monroe High School in Fredericksburg.

Between 40 and 60 students participate in intramural riflery. We allow eight to ten mornings for the activity with a maximum of eight students shooting per morning. During this time span, most students are able to find a time which fits into their schedule and there is adequate time for this number of students to participate. Boys' and girls' scores are counted together for the top three finishers. These top three are announced along with the morning announcements, and their names and pictures are placed in the Intramural Showcase, where all intramural news and information is maintained.

Intramural riflery at Walker-Grant Middle School has become one of our most popular activities. It has the highest participation rate for a non-team activity.

Coeducational Recreational Activities

This collection of articles was contributed by AAHPER's National Intramural Sports Council (NISC). Coordinator for this feature was Paul Gunsten, director of Recreational Service Activity Programs at Virginia Polytechnic Institute and State University.

water joust

A water joust is an ideal once-a-year intramural activity that draws large participation by both men's and women's teams on the Chadron State College campus, according to Thomas P. Colgate, HPER Division Chairman. A number of spectators also enjoy an evening of enjoyable contests.

The equipment for the jousts consists of the jousting platform or craft and the jousting poles. The platforms are constructed from large inflated tractor innertubes with ¾" marine plywood disks (4 ft. in diameter) tied to the tube tops by five web belts. The disks are smoothed, painted, and striped with safety tape. The jousting poles are eight feet by two inch hand rails with two inflated wheelbarrow inner tubes taped on the ends of each pole.

The joust begins with one member of each three-member team standing on the jousting craft prepared to bout until one of the two combatants is forced off the craft and into the water. The other two members of each team are in the water controlling and moving the jousting crafts. When the first member of a team is knocked into the water, one of the two remaining members climbs onto the raft to compete and the dislodged member leaves the water. When the second member is dislodged and leaves the water, the third person takes his turn on the craft. When he is knocked off the match is over. The winning team is the one that knocks the three opposing members into the water. There is a time limit of five minutes for each jousting match and the team with the most members remaining at the end of the five minutes is declared the winner. If both teams have the same number at the end of the time limit, there is a one minute rest period and a "sudden death" period is held between the members remaining. The winning team is the one who first dislodges a member of the other team.

A single elimination tournament is usually used due to the large number of team entries. First, second, and third place awards are given. Third place is decided between the last two losers of the bouts which determined the teams who will be in the finals. The tournaments may be coed or run with a men's and women's bracket.

The contests use one referee, who calls illegal hits and rules when a combatant is off the tube. Only poking with the stick is allowed. Striking with the stick is illegal and the guilty combatant is warned.

The third time it happens the violator is declared fallen and must leave the water. Intentionally jousting at the head, is ruled on in the same fashion. A jouster knocked off with an illegal hit is allowed to climb back onto the craft. A jouster who does not fall completely into the water is declared fallen when one limb enters the water up to the crotch or armpit, or the head enters the water up to the shoulders. Two assistant referees are placed on each side of the pool and blow a whistle to stop action when the jousting crafts come near the edges. The jousts are held in the deep end of the pool to keep those in the water from standing on the bottom and controlling the crafts.

Single jousting is also done. In singles there is only one jouster on each craft and the tubes are joined together with a five foot long piece of ½ inch surgical tubing. The rules for single jousting are the same as for team jousts.

modified basketball, softball, and volleyball

The Christiansburg High School Intramural Director, Norma Cox, has devised modified games of basketball, softball, and volleyball for coeducational sports.

Basketball teams are made up of three boys and three girls who play for two ten-minute halves. Substitutes can enter only on a dead ball. Boys may not shoot from inside the key, but girls may shoot from anywhere. Slow break rules are used; that is, when the ball is controlled by the defensive team, everyone must advance. The ball cannot be moved until everyone is down court. When the ball is in the forecourt, the team must alternate passes between boys and girls. One set of passes must be completed before a shot can be taken. If a foul occurs, the fouled team takes the ball out of bounds, unless it was a deliberate or technical foul. All other rules are the standard ones.

The modified softball team consists of ten players with its own pitcher who throws one pitch per batter. A game is seven innings long or if it cannot be completed, the team ahead in the last full inning is the winner. There are three outs per team and foul balls count as outs. The positions and batting line-up must be alternated between boys and girls. Boys may not play all the bases and stealing is not allowed.

Coed modified volleyball teams consist of eight members with six starting. Four people can start if necessary. The game ends after one side gets 15 points or after eight minutes. The winner must be ahead by two points at the end. Positions and hits are alternated between boys and girls, but all other power volleyball rules are followed.

jogging meet

James Chodl, a graduate assistant in recreational sports at Indiana University, says that of the numerous types of jogging meets offered there in the past three years, the most successful type has been the co-intramural jogging meet. The idea is to accumulate as much yardage as possible as a team within a one hour time limit. The key is how well the runners pace themselves. They can jog, skip, hop, crawl, or walk if they want to; it all adds up in the end.

Teams of one female and one male report to the track about 30 minutes before the start of the meet. At the scorer's table they receive a team number which is pinned on to the back of their shirts. Just before the start, teams are given last minute instructions, safety tips, and answers to their questions.

The meet runs for one hour, with partners alternating laps. After each lap, the jogger reports to the scorer's table to have the lap recorded by the two scorers. Joggers are allowed to walk, hop, skip, run, crawl, etc., but those who are not actually jogging are asked to move to the outside lanes. No bare feet or spikes are permitted.

The team score at the end is the total number of laps and yardage completed within one hour. If a jogger is within one of the four 110-yard increments of the track but does not cross the finish line before time is up, the team is given credit for that yardage. The scorers also keep track of the time. Cards are shown to the joggers at intervals to indicate the amount of time left.

Participants are asked to dress according to the weather, but they must wear a shirt so the entry number card can be pinned on. Each student is responsible for knowing his or her own physiological limitations. All injuries must be reported to the intramural activity director on duty. A trainer with water and towels is available to joggers at Indiana University.

tubing down the river

As the 85 tubers paddle, kick, and splash down the river, bystanders cheer, trout fishermen curse, and the local recapper recovers from another run on his innertube supply. Another co-recreational innertube river race is under way!

What began as a modest 29 person event in the summer of 1972 has

developed into one of the most popular and highly publicized co-recreational activities in the Appalachian State University intramural program. The 1975 spring race attracted a record 104 entries, with an almost identical female-male ratio.

R. Wayne Edwards, Director of Intramurals at East Carolina University describes co-recreational tubing as an event featuring a large number of students deftly maneuvering their tubes around rocks, down rapids, and through the underbrush. The ASU races have received coverage in campus, local, and statewide newspapers, as well as on television; it is a real attention-getter.

Tubing is inexpensive, too. Innertubes constitute the only major expenditure, at about three dollars each. When the number of participants exceeds the number of tubes, the race can be conducted in timed heats, using the same tubes for each heat. A gold-painted innertube makes an excellent first-place award. The "gold innertube" award can become a tradition!

Tubing is easy to conduct. Bus transportation to the river is needed, along with several certified lifeguards, but the race requires little else. The course for the Appalachian State race is 1.2 miles, but distance may vary according to local conditions. There are few rules, and those which are necessary can be easily understood and enforced. Rules in the ASU program include: (1) all entrants must be able to swim; (2) only one person per tube; (3) tennis shoes must be worn; (4) no propelling devices—poles, paddles, swim fins, etc.—are allowed; (5) interfering with another tube for the purpose of hindering its progress results in disqualification; (6) propelling with hands, arms, legs, and feet is allowed; (7) walking is permitted in areas too shallow for floating; and (8) the first man and first woman to cross the finish line in their tubes are declared winners of the "gold innertube" awards.

Tubing is an enjoyable activity for all age groups. Skill is not really a factor and winning is incidental. Participating is the most important thing, and the absence of the usual fierce competition is refreshing. After all, what other intramural activity affords the possibility of a sprint to the finish line with a water snake!

fencing

The success of the University of Texas Fencing Club, a unit of recreational sports, is the direct result of the many opportunities for students offered by the sport of fencing. Randi Shoham and Gary Whalen, fencing club sponsors, think its reliance on skill and mental ability rather than on brute strength makes fencing easily adaptable to a coeducational situation. With no physical contact, the students can fence each other on an equal basis in practice. Therefore, all club members participate in the warm-up drills, workouts, and practice bouts that take place three times a week during club sessions. The enthusiasm and comradeship generated at these sessions are partly responsible for the current popularity of the fencing club.

Leadership, guidance, and instruction are provided voluntarily by the U.T. fencing club sponsors. Emphasizing the coeducational nature of the club, both a male and a female coach give tournament quality instruction in their respective weapons to those who wish to fence for personal pleasure and/or tournament competition. With many tournaments in the Austin area, there are numerous opportunities for club members to compete. Although tournament competition is generally segregated by sex, intercollegiate competition has been designed so that the results of individual men's and women's scores are compiled for the total team score. This organization maintains the esprit de corps built in club meetings.

Plagued by a limited budget, the club members voted to supplement their treasury through such money-making projects as cleaning up the football stadium after home games. Money earned by the fencers is used for the purchase of electrical equipment and entry fees at team tournaments. The club members also, on their own initiative, designed and purchased a club insignia to wear on their shirts for tournament competition and personal use.

If current trends are any indication, the future of the U.T. Fencing Club is bright. This year's tournament results are most favorable and will provide a winning tradition on which future club members can build.

fun for everyone at the university of tennessee-knoxville

The Intramural Office of the University of Tennessee—Knoxville offers thirteen coed activities that range from badminton to flotation water polo. Harold Denton, director of the coed program, reports that the most enthusiasm is exhibited by individuals participating in the spring and summer coed softball league. Over 600 individuals participated in the activity last year.

Several softball rules are modified to make the play more fun for all participants. A team must be arranged so that men and women are staggered by playing position and batting order. Players use a slightly different strike count—two strikes and you are out; three balls and you walk. This accelerates the game so more people get to bat more often. The rules are further modified in an attempt to keep some of the men from dominating play. Men must bat using their non-dominant stance. Everyone gets a good laugh out of seeing the "coordinated" swing that most often occurs.

The activity in the coed program with a slightly different twist is flotation water polo. Water ski belts are used instead of the usual inner tubes which offers several benefits. Not only does the game more closely resemble actual water polo, but the problems with tube storage, repair,

and injuries are all but eliminated. The water polo rules are slightly modified to help adapt the activity to the University of Tennessee participants and facility. A team is made up of five players—three men and two women. Due to the participants' physical condition, games are played in four periods of five minutes each. No other major rules modification are made, other than liberally interpreting the NCAA polo rules.

Another highly enjoyable coed activity is beach volleyball. University of Tennessee games are played in a sand volleyball court at the Student Aquatic Center. Two hundred participants enjoyed the recreational oriented play last spring and summer. A few rule modifications are established in the sport: each team's player alignment is staggered so that a team is thoroughly mixed; at least one girl must hit the ball on her team's side of the net if there is more than one hit by her team; and no team may spike the ball. Rules on such things as carrying the ball are forgotten. Our motto is "Fun for Everyone."

coed intramurals at the university of colorado

The University of Colorado has an extensive and successful coed intramural program that includes two on two basketball, ice broomball, flag football, innertube water polo, softball, volleyball, water carnival, and several coed doubles games such as badminton, table tennis, and tennis.

Leagues are set up according to ability so students can participate at whatever level they wish. The volleyball games are both officiated and unofficiated for more diversity. Modifications have been made in the rules to prevent men from dominating the games.

Colorado finances its intramurals by student fees and entry fees which vary according to the extent of the activity and whether or not it is officiated. They even give awards to the first and second place teams—T-shirts for members of the first place team and a plaque for the second place team.

The coed sport with the greatest jump in interest is ice broomball. Games are played on weekends, during the day, and late at night during the week. Tennis shoes are used instead of skates, which opens up the sport for the unskilled and nonskater. One person tried applying cross country ski wax to his tennis shoes, but discovered they only picked up more ice and became much more slippery. The only equipment provided by the Recreation Department is helmets and shin guards. Teams provide their own brooms.

Two on two basketball is played on half a court with a man and a woman on each team. Males must guard males and females guard females except in special circumstances. A basket by a woman counts four points but a man's counts two.

Innertube water polo is another inexpensive fun activity. Old tubes can usually be gotten from tire dealers, then patched and taped.

The flag football program at the University of Colorado does not allow blocking. The ball may be passed from anywhere on the field any number of times. All players are eligible receivers.

A coed water carnival is held at the University of Colorado each fall. Teams of three men and three women compete in several events such as penny dive, clothes relay, sit on the balloon relay, coed dual races, cracker-whistle relay, and innertube relays.

Carol Thieme, assistant intramural coordinator, will send copies of their intramural rules to interested people. Write to her at Recreation Center, Room 136, University of Colorado, Boulder, CO 80302.

flag football

The coed intramural program at the University of Texas at Austin, where Thomas Dison is assistant director, complements the men's and

women's intramural programs with a variety of activities which allow men and women to compete together. At the present time, competition is offered in 16 coed activities, open to all members of the campus community, and involving various types of tournaments and one-day events.

Although the coed program at UT has only recently begun to expand its schedule of activities and actively recruit participants, flag football is one sport that has received widespread interest throughout the campus. As in many coed activities, certain rule modifications are employed to equalize competition between men and women and make for a more enjoyable time for all participants. Initially coed football was played with eight members on a team, four men and four women. Games seemed to progress slowly, with the vast majority of teams able to generate little or no offense. The next year, teams were cut to three men and three women, under the assumption that four fewer players on the field would open up the opportunity for more scoring. Since it is more fun to play when your team is scoring points, this development produced an enthusiastic atmosphere that was absent during the initial year of the sport.

The other major modification in the game is the limitation placed upon men in advancing the ball. Running the ball across the scrimmage line is limited to women. However, after receiving a pass across this line, men may advance as far as possible. Men are limited to passing only to women. Women, however, are allowed forward passes to either sex.

With these simple alterations, flag football has proved to be a successful coed activity at University of Texas, that involves all team members in every aspect of the game. Participants have discovered that different strategies are required to have a successful coed football season. In addition, the game has become a fast-paced, enthusiastic one—as interesting to watch as participate in. □

motivation

If you want to master the art of motivating students, you must develop techniques that are right for your particular school and community.

The first step in motivating others is to motivate yourself. You must have a goal that you really want to achieve and you must believe in yourself and in your philosophy. Be prepared to make the sacrifices required of a successful intramural director. Get involved in the lives of the young people you're working with. Your family should also be dedicated to what you're trying to achieve; often you'll spend more time with other people's children than with your own family and friends.

You must be able to communicate with young people and with the school board, faculty, and parents. Keep your participants well informed so they know what is expected of them. A 24-hour open door policy is a good idea. Make it clear that you, the intramural director, are in charge; kids want discipline. Team captains often make tougher rules than the director. Talk to the participants in your program and to faculty members to get ideas of ways to improve the program.

Stress the importance of the individual. Try to talk to every intramural participant every day. Congratulate and encourage every player, the poor ones as much as the champions.

Goals are an important part of motivation. Set immediate goals that can be reached soon and set future or seasonal goals so that there is always something to strive for. Use the previous year's results as a standard. Set goals for the team, for individuals, and for the director.

Following are some of the specific activities and techniques we use to motivate our intramural participants; you may want to try them in your school. Participate with the young people in the program. Talk to the students in the hallway and in class. Invite individual students to your house. Speak at meetings of civic and service clubs to tell them about the intramurals program. School boards, administrators, and faculty are always friendlier when they know something about your program; send them booklets and other information regularly. Use newspapers, radio, and television to keep the community informed about your program. Write letters to parents. Talk at pep-fests. Stress pride in academic achievement.

Become active in regional, state, and national intramural movements. Vary your program, including new activities every year. Be sure that every player plays in every game and event. Post results on the intramural bulletin board. See that the library has books on intramurals and *JOPER*; read them yourself and encourage your students to read them. Hold mini clinics. Use film loops. Encourage senior leaders to recruit their friends. Encourage interest in interscholastic sports as well. Give motivational talks to your students. Hold watermelon feeds and other get-togethers. Sell buttons to raise money. Our slogan is "Intramurals can be fun and sociable." We try to get the words "Pacelli Intramurals" in as many places possible, including colored T-shirts. We develop a pre-season booklet, a post-season booklet, schedules and pictures, and programs for all events. We bring signs to our events. We use individual and team awards and Pacelli Cup Points to motivate our participants.

Intramural participants thrive in an atmosphere of genuine love undergirded by reasonable, consistent discipline and enthusiastic motivation.

PETER C. SCHMIDT is at Pacelli High School, Austin, Minnesota 55912.

Participation for the Handicapped

Fred V. Perez and Tim Gutierrez

Being part of the adult world of fun and recreation is the hope of all young people, including those with physical, mental, and emotional handicaps. These individuals have the right to play and to be successful in physical recreation activities.

During the past decade, several federal and state laws have been enacted which include provisions for the development of recreation and physical education programs for the handicapped. All education programs as set forth in the various pieces of legislation are to be directed toward helping handicapped individuals become as independent as possible.

A commitment to this concept was the basis for the establishment of the intramural campus recreation program for the handicapped at the University of New Mexico during the 1978 fall semester. In organizing and developing this program, one of the first steps in planning was a needs assessment of the target population. This assessment took much of the guess work out of the program development process and provided a basis for establishing goals and objectives. A systematic cycle of planning and evaluation is an ongoing function of the program.

One of the aims of the UNM program is to provide a variety of recreational activities for the handicapped population on campus. The principal objective is participation by the handicapped. Involvement in sports related activities may help the participant, whatever his or her handicap, to realize the value and enjoyment of meeting those basic human needs such as relaxation, proper use of leisure, and the maintenance of good physical and mental health.

Fred V. Perez is director and Tim E. Gutierrez is assistant coordinator of intramurals/campus recreation, Department of Health, Physical Education, and Recreation, University of New Mexico, Albuquerque, NM 87131.

One step in starting the program was to secure facilities which need not be specialized for the handicapped as long as activities are adapted to meet participant needs. The key to this is rule modification. It is important to keep rules simple and yet structured so that the enjoyment of play is not hindered. For instance, wheelchair tennis is played as doubles in the singles court and the ball is allowed to bounce twice before having to be returned. These are but a few modifications that can occur to ensure enjoyment and self-achievement.

The University of New Mexico's program consists of a schedule of intramural activities, instructional programs, and recreational clinics. The sport activities for the handicapped include swimming meets, tennis, archery, table tennis, badminton, bowling, and chess. These activities are run in conjunction with the existing intramural program for all university students. By providing this type of arrangement, handicapped students become part of the larger social environment and thus an awareness is created for nonhandicapped students.

The instructional program consists of swimming, weight training, tennis, and yoga. These activities offer disabled students an opportunity to learn recreational and leisure skills and provide a great deal of pleasure and self-satisfaction.

Accessibility is a major concern for those with handicaps. The provision of ramps, doors, hallways, and appropriate room arrangements should facilitate all handicapped conditions. This means a fundamental change in the way public facilities are planned. The disabled population needs to be consulted regarding architectural barriers whenever any planning and remodeling of physical education or recreation facilities are being considered. (The 1976 revised version of *American Standard Specifications for Making Buildings and Facilities Accessible to and Usable by the Physically Handicapped* is available from the American National Standards Association, 10 E. 40 Street, New York, NY 10016.) Though required structural changes in facilities were to have been completed by June 1978, this has not yet been totally accomplished. Programming in part, however, can be initiated even before such renovation is finalized.

Another important segment of the program is public relations, which involves making contact with handicapped individuals and appropriate administrative officials. Publicity and public relations are more than paper contact. A personal and individualized approach is used.

One of the current UNM staff employees is a quadriplegic who provides insight and expertise in planning programs for the handicapped. The employment of qualified handicapped individuals for staff positions pertaining to program development should be given strong consideration. Such persons have experienced the problems of the handicapped and, therefore, can better articulate the needs of this population.

Funding for programs is a basic consideration in the planning process. Funds can be generated from various agencies, but should, if possible, be part of the departmental budget. In some cases, the addition of such programs will necessitate budget increases. Because most intramural programs are funded, at least in part, by student fees, recreational experiences should be provided for all students regardless of their abilities or physical conditions.

No program can be self-initiated. It takes people and planning to address the genuine needs of the handicapped. The concept of recreational programs for handicapped students, encompassing recreation and leisure services, is gaining acceptance at the federal, state, and local levels. Be an innovator in terms of your programming, allocation of funds and concern for equal rights. In so doing, you will be providing recreational enjoyment for every program participant on your campus.

Team Sports for Exceptional Students

Sarah A. Whalen

An Intramural Program for the exceptional student is one of the best educational tools available to teachers today. Grouping students according to ability, setting up rules so that they challenge the student at his level, and allotting time within the school day for competition, are the primary factors for success. Physical development and increased social interaction are two obvious rewards of sports participation in the school. However, in the cases of many interscholastic teams, winning has replaced participation and fun as the primary motivation. This allows the highly skilled to improve through intense competition; but to a majority of exceptional students in the Allegheny Intermediate Unit, winning is only a factor in competition. Social acceptance, and belonging to a team are of equal importance and have been stressed in our intramural program.

Physical development and social acceptance of athletes have visibly improved since team sports have been included in the physical education program at Sunrise. Boys and girls who participate have become more confident. Many have gone back to their community programs and become involved in sports activities, whereas in the past few dared to try. Participants appear to feel better about themselves and their abilities.

The program at Sunrise includes team sports within the physical education program during school time, and a few interschool activities in selected sports. The school has 250 to 300 special students, from seven school districts. All students have two physical education periods per week. For those in team sport competition, an additional one or two periods a week are set aside. Eight to 15 students comprise a team; according to strict rule, everyone must play some time during every game. Two periods at the end of three weekdays are set aside for competition. Techniques and rules are taught during the regular physical education period, and the actual game situation and competition take place during the team sport period at the end of the day.

Competition is divided into three levels: the experienced, the inexperi-

enced, and the physically handicapped. The experienced group consists of those students who easily follow game rules and have sufficient skill to participate with little supervision. Rules are rarely modified for this advanced group.

The inexperienced group consists of students needing skill development. Rules are modified to structure a competitive game that is still within players' limited capabilities. Much physical, visual and verbal help is given even during actual competition. Participation and enjoyment are stressed more than winning. Naturally, as players' competence improves, help is reduced, until the player feels able to compete with the experienced group.

The physically handicapped group consist of athletes who are confined to wheelchairs, or whose level of physical ability prohibits their competing with the other groups. Physical help, such as pushers for chairs, is given to those who need it, but competition is keen. These athletes want to do as much as they can for themselves. They ask for what help they need, but remain as self-reliant as possible. Rules are also modified.

Activities for the experienced group include tag football, indoor soccer, volleyball, basketball, and softball. Wrestling is optional. Since these activities are part of the physical education program, all students are encouraged to participate. Sunrise does not have a varsity wrestling team, so weight class champions of the team sport program wrestle weight class champions from other schools. Any one of these sport activities can be modified for an interscholastic home-and-home competition or a once a year game. All-star teams or the winning school teams represent the school.

The activities for the inexperienced group are indoor soccer, wiffleball, kickball, floor hockey, beachball or regulation volleyball, and bowling. Also included, optionally, is a novice wrestling tournament. Rules are modified, allowing coaches on the field or floor to direct and instruct players. Modification lessens as players improve.

Activities for physically handicapped teams are wheelchair basketball, modified tag football, balloon volleyball, ramp bowling, and wiffleball. Rules are rewritten and modified each year to meet the abilities of students. All-star teams also compete interscholastically. A good deal of physical help is necessary for these athletes; nonetheless, helpers allow these athletes to do as much as possible by themselves, even if it slows the game.

We have found it very difficult to have after-school activities. The centers are fed by students from six or seven school districts and activity buses cannot be provided for all who wish to participate. Therefore, the time is scheduled into the physical education program and all students have access to the program. Physical education teachers are allowed extra time periods in which to schedule games.

Interschool activities are also played during these periods. The home school often invites students not on the interscholastic teams to attend.

Intramurals can be effectively accommodated within the physical education schedule when this program cannot be provided in another setting. The main requisites are cooperation in grouping the students according to their ability, modification of rules where necessary, and providing time to implement a program.

Sarah A. Whalen is a physical education teacher at the Sunrise School, Allegheny Intermediate Unit 3, 550 Aura Drive, Monroeville, PA 15146.

Intramurals for Handicapped Students at Kent State University

Winona Vannoy

Kent State University has taken many actions to help the handicapped college student, including modifying buildings and walks, providing van service, organizing assistance, advising, and providing recreational activities. The Division of Intramurals and Campus Recreation initiated a recreation program in 1978 as an outgrowth of a student project. One of the school's recreation majors had chosen to complete an individual study for course credit, organizing a recreational swim program for handicapped students on campus. The intramural director agreed to supervise the study, and provide lifeguard help and equipment. Volunteer students were trained as aides, and participants were lifted into and out of the pool. The program met with such success that the school conducted a survey to determine other interest areas and to suggest follow-up activities.

Plans were being drawn for a new gymnasium annex and pool, and the director of services for handicapped students suggested specific building

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adaptations to provide accessibility and convenience for handicapped students. A Hoyer lift was installed to move students in and out of the pool, and ramps provided access to all areas.

As the intramural and campus recreation programs moved into the new facilities, a block of time was reserved in the pool and in one gymnasium each Saturday afternoon for the adaptive program. The intramural director chose this time to avoid conflict during more heavily used times, to assure that van service would be available, and to avoid class conflicts among student volunteers. A graduate assistant experienced in working with handicapped students organized and supervised the program, and expanded it into many new areas. She contacted various intramural club managers and scheduled clinics in karate, tennis, table tennis, archery, bowling, weight lifting, and square dancing. Prior to 1978, the Wheelchair Flashes, a wheelchair basketball team, had advertised and played one or two basketball games annually. This group became a part of the intramural program and was able to practice every Saturday.

The Saturday afternoon program has now operated for two years, and a Thursday evening swim program has been added. The swim program and the wheelchair basketball program have been most successful. Individual achievers in the swim program include those students entering the water for the first time, and those making their first descent from a diving board since their confinement to a wheelchair or braces. A few participants feel successful when they learn to enter the water and move independently in this medium; others experience a tremendous amount of freedom through aquatic activities. Other participants establish a practice regimen for themselves to build strength and endurance and to enter competitive events. A special wheelchair was purchased by the division of intramurals and campus recreation to transport students from the pool to the shower to avoid getting their own chairs wet. Male and female lifeguards accompany participants to the locker rooms for needed help in showering and dressing.

During the first fall semester of intramurals, the Wheelchair Flashes basketball team received numerous challenges from on-campus and off-campus groups. They won nearly every game played and received extensive news coverage in the *Daily Kent Stater*. As intramural basketball tournaments were in process of organization, the director and tournament coordinator decided to offer a wheelchair league, with the restriction that all other teams in the league be required to have their players in wheelchairs when playing against the Wheelchair Flashes. The league filled, and the games were played simultaneously with other tournament games. This was an excellent experience for the entire student body. Handicapped students enjoyed involvement in the regular tournament schedule, and participants and observers experienced an added dimension to the basketball season. At the end of the round robin tournament a special playoff bracket was provided, and the Wheelchair Flashes progressed as far as the semifinals before losing. This year, at the suggestion of players themselves, handicapped students were given the opportunity to join teams with able-bodied players. All players in this league were required to be in wheelchairs while playing. This allowed the highly skilled players to join others with similar skills. An end of the season evaluation included suggestions to continue this practice and require at least one handicapped student to be on the court for each team at all times.

Another step forward during the basketball season occurred when Mark Terry, a recreation major confined to a wheelchair, decided to try his skill at basketball officiating. He had completed the intramural administration course and was attending the intramural officiating course regularly. Mark is a highly skilled player with a thorough knowledge of the rules, and was well accepted as a co-official for basketball games. Mark amazes able-bodied students working with him by his ability to control the game and stay in position to make the important calls. Blessed with uncommon energy, he often plays a game, then officiates a game in another league during the same evening. He continued to officiate regularly throughout the basketball season, then officiated intramural volleyball and intramural softball. Mark is considered one of Kent's best intramural officials and has just been hired to officiate summer softball games for two city leagues. Mark serves as the important link between the handicapped student services, the intramural graduate assistant and the intramural tournament director, and sets an outstanding example of leadership for both handicapped and able-bodied students.

The intramural director and tournament coordinator are presently considering new ways to include handicapped students in the regular intramural programs and to encourage other handicapped students to take leadership roles in recreational activities. Long range plans include building a par course with an asphalt track, and exercise stations to be used by handicapped as well as able-bodied students. Handicapped student services has secured donations from city service clubs and individuals to purchase additional wheelchairs, and the therapeutic recreation professor has strongly supported the program by scheduling class members as volunteers and encouraging them to gain experience through involvement. Intramural student employees are trained to work with blind and deaf students and those in wheelchairs.

The handicapped student is an integral part of the total student body with recognized needs for physical growth and development while attending Kent State University. It is an objective of the division of intramurals and campus recreation to meet these needs adequately.

Special Events—The Ultimate Rx

Charlie Boulware

Special events can meet the needs of today's students. "Special" indicates something out of the ordinary. We are talking about something that must be new, unusual or unique.

An intramural special event should embody all of the best qualities of programming. These events will serve as a showcase or forerunner for the intramural program.

The oft-used intramural slogan of "Something for Everyone" should be the foundation of a special event. If this criterion is met, the event will be enjoyable and successful.

A special event lasts for a relatively short time. Students can arrange their schedules so they can attend. This is a very positive feature.

A successful special event must be skillfully promoted and advertised. It must be carefully and professionally planned. Once you convince the students that these events are worth their time, they will be your best advertisement.

Best Feature: Adaptability

The real beauty of a special event lies in its infinite adaptability to any school setting. These programs can be tailored for elementary schools, middle schools, junior high, high schools, and colleges.

A budget for these programs can be very modest. By using the expertise within the student body, faculty and staff, you can produce a quality event for nothing. Effort can overcome money problems.

Don't let a lack of facilities prevent you from scheduling special events. Assess the available facilities and adapt your program to fit an open field, a vacant lot, or school hallway.

In many school districts, there are no intramural programs. Our physical education programs teach skills for movement, sports and recreation. Varsity sports provide opportunities for better athletes. What happens to the less skilled individuals? Where can they go to participate? Intramural sports can provide activities for everyone. Intramural and recreational sports should be available at every elementary, middle school, junior high and college.

Revitalize an Intramural Program

If you want to start an intramural program at your school, what do you do? If you have intramurals, what can you do to revitalize your program? The answer to both of these questions is special events.

Special events can be the perfect lead-in to getting intramurals at any school. The secret to selling any product or service is to analyze your customer. Once this is accomplished, all you have to do is to meet the customer's needs.

Let's evaluate the characteristics of our potential "customers." First, there are more recognized special populations or interest groups within the schools than ever before. Students of all ages are involved in a wide range of recreational activities, and we must address their needs.

Secondly, the characteristics of individual students have changed markedly. Involvement in many different areas minimize the free time available to a student. This is especially true of the student who has a job.

Finally, student expectations have changed. They are more sophisticated and demand a quality product. Our programming must be good, or it will not be successful.

Scheduling is no problem either. You can literally schedule a special event for any time of the day or night. You may need to try different time slots to find one for your situation. Through innovation, you can find success.

Traditional Activity In New Setting

Now let's examine some special events that might really turn them out at your place. Remember, the only limitation is your own imagination. As the following descriptions stir up cranial storm fronts, free associate and don't restrict yourself. Obviously though, you must tailor any special event to vagaries of your kingdom.

These events might involve a marathon game in activities such as volleyball or basketball that are kept going an entire school day or weekend. They involve activities commonly programmed but with a different twist such as Donkey Baseball. Innertube Waterpolo, Innertube Basketball, or Water Volleyball are other possible ideas.

These programs can provide opportunities for students to watch and participate in a wide variety of events. Sport clubs such as karate, gymnastics and fencing might provide programs for the entire school during an activity period or a particular evening. Paid professionals in activities such as billiards, golf, or frisbee might be brought in for an entertaining show.

Sport movies are accessible in most towns. College and pro highlight films can be most enjoyable. The varsity ball game films could be shared with the student body, and you could even video tape some of your intramural events so that the participants could see themselves on television. Another "crazy favorite" might be dive in movies in which students check out innertubes and sit in them in the pool while watching the movie *Jaws*. This can be a fun spine tingler.

Charlie Boulware is director of student union and intramural sports at the University of South Carolina at Sumter, Sumter, SC 29150.

The Outrageous

This category is one in which the mind must think openly to program creatively. Plug-a-bug or cram-a-van! See how many students you can get into a particular vehicle. Iced musical water tubs, a new modification to the old musical chairs game, might be played. Outhouse racing is a popular activity in which cardboard refrigerator boxes are procured for each "racer." They are painted and mounted on wheels. They can be raced in a suitable parking lot on about a 40 yard course. In a sleeping bag exchange contest, a male and a female inhabit one sleeping bag, toe to face and toe to face. In this timed event, they switch positions while still in the bag. A popular activity at the University of South Carolina at Sumter is the annual Hug-A-Thon. Each student is given a "Hug-In" button and an official Hugee Sheet. Participants explain the event and hug as many people as they can in a day. Each hugee signs the participant's sheet and the individual or team with the most hugs for a day wins. This program can be a HUGe success. (*NOTE*: Don't let your mind wander too far without thinking *safety first*. Please be sure to make all the outrageous activities as safe as all other programs.)

Nonintramural Associated Activity

Most of the programs in intramurals are concerned with sports. However, if providing an entire leisure time program is a goal, other activities can be tried. A school dance called a "Jock Hop" could admit any intramural participant free. An "Intramural Juice Bar" set up at a school event might serve nonalcoholic fruit drinks, using mixed drink recipes *without* the alcohol. Another favorite is an air band contest in which students form a band and act out playing the instruments to music. Those in attendance judge the winner by their applause. The Bong Show concept might also fit into this category.

Co-op Enterprises

To reach a broader campus population, the intramural office could team up with the student government, newspaper staff, dance or social committee, or athletic department to jointly sponsor a program. Try an all nighter or sport nighter. An outdoor spring sportsfest might tie a dance (with a band) to a day of sport activity. The athletic department might invite intramurals to have the finals of the punt, pass and kick or one-on-one contest at the half-time of a varsity game.

Trips and Expeditions

The great outdoors could serve as a special special event setting. Snow and water skiing, canoeing, whitewater rafting, backpacking, ice skating, roller skating, hang gliding, or sailing excursions might be possible programs. If these activities are done by other departments at your school, you could possibly cosponsor these programs.

Special Population Appealers

It's important that programs for all campus populations be provided. A luncheon or picnic for faculty, staff and graduate students, and an Easter egg hunt or hayride for their children could be tried. A Handicapped Awareness Day is another popular program in which demonstrations and participation can bring the entire student body closer together.

Special events can infuse new life in virtually any situation. Additionally, special events can be the catalyst for developing across-the-board support for the ultimate intramural program. And what's the ultimate intramural program? It's programs for kindergarten through college seniors and on through grad school and continuing education—including all faculty and staff along the way. Why not?

Special events are too much fun to miss. That's the real plus.

Intramural Superstars

Gary B. Spindt

Developing a junior high intramural program to fire the enthusiasm of the student body was the goal in initiating the Sierra Vista Junior High program. There is presently no interscholastic competition in our school district for the junior high schools. The community-run youth sports are very popular however, and we wanted to offer activities other than those being offered by the community leagues to allow student exposure to a large variety of activities. There are over 20 different sports offered now, including arm wrestling, weight lifting, ping pong, two-on-two basketball, frisbee throw, and basketball free throws.

The Superstar Competition was modeled after the television show of the same name. Basically, the competition was comprised of eight different events: 100 yard dash, shot put, 12 foot rope climb, golf shoot, basketball shoot, bench press, one mile run, and obstacle course. Each event was worth a maximum of 100 points. Point value scales are shown in Figure 1, and give a good idea of how to balance skills so that they count nearly equally.

The students then, were competing for points. Their running point total

was always kept up-to-date and publicized to maintain student interest. There were two divisions, girls and boys.

The competition was designed to avoid favoring the "big kid." For this reason such events as the basketball shoot, golf shoot, rope climb and obstacle course were added. The winner of the competition had to average high on all of the events in order to be the Superstar.

With a few modifications, the basketball shoot was modeled after the Pepsi Hot Shot competition. The competitor could not take any two shots in a row from any single spot on the floor. The first shot was taken from the free throw line and competition continued for one minute per contestant.

The golf shot was simple to score. The pin was placed 100 feet from the shooting area. Basically, each foot from the shooting area to the pin was worth one point. Measuring consisted of determining the distance from the pin and subtracting from 100. The best of two tries was recorded. The rope climb, 100 yard dash and one mile run were all timed events. Maximum weight for one lift was used in the bench press, while the shot put was recorded using an eight pound shot.

The final event in Superstars was the obstacle course. Water was included to build spectator interest. The event was held in a grass rectangular quad area in the middle of the school. The course started with a six and one-half foot wall constructed of mat racks with the mats draped over them. The next obstacle was a 15 foot tunnel constructed of tables set side by side. The tunnel was watered down thoroughly. Next came three hurdles placed directly in front of wading pools. Another wall and another tunnel had to be negotiated before the finish, which was a 20 foot slip-and-slide. The contestant had to finish in some position other than on his feet.

Maximum publicity was given the entire competition through the school newspaper, daily bulletin, and local newspaper. This ensured a crowd of over 600 people for the final event, which was videotaped for future publicity and public relations.

At the end of the obstacle course, all points were immediately tabulated and an awards ceremony held. The top three boys and girls won trophies; the top ten participants earned commemorative medals.

The Superstars competition was the most popular event of the entire intramural program at Sierra Vista. The winning score of 675 points set an excellent record for future Superstars to try to break. Student enthusiasm made the event a complete success. Community support was positive also, as there was good coverage in the local newspaper. Superstars should be an even bigger success in subsequent school years.

Figure 1: Point Value Scales

100 yd. Dash		Shot Put		Rope Climb	
Time	Pts.	Distance	Pts.	Time	Pts.
10.5	100	40′	100	4.0	100
10.6	98.5	39′6″	98	4.1	99
10.7	97	39′	96	4.2	98
10.8	95.5	38′6″	94	4.3	97
16.8	5.5	17′	8	18.6	2
16.9	4	16′6″	6	18.8	1
17	2.5	16′	4	19.0	0

Bench Press		Mile Run		Obstacle Course	
Weight	Pts.	Time	Pts.	Time	Pts.
200	100	5:00	100	25	100
195	97	5:10	98	25.3	99
190	94	5:20	95	25.6	98
185	91	5:30	92	25.9	97
60	19	10:10	24	55.8	4
55	16	10:20	21	56.1	3
50	13	10:30	18	56.4	2

Gary B. Spindt is a teacher and the director of physical education and intramural department, Sierra Vista Junior High School, Canyon Country, CA 91351

Elementary Superstars

Dan Blackwell

Jefferson Elementary School in Riverton, Wyoming conducts a unique intramural program for grades two through five. Taken from the popular TV show, the program is called "Superstars." Points are earned for participation in the various activities and additional points for finishing first, second, third, and for jogging. Jefferson's point system follows.

- 2 points for participating in an activity
- 3 points additional for finishing in first place
- 2 points additional for finishing in second place
- 1 point additional for finishing in third place
- 1 point for each mile jogged

Eight Superstars medals are presented at the awards program each year, to one boy and one girl from each grade. Boys and girls perform in the same activities, but boys compete only against other boys and girls against girls, and only against students of the same grade. The boy and girl from each grade with the highest accumulation of points at the end of the year is named Superstar.

All individual and dual activities take place during the morning playground time, as the buses arrive before school, or after lunch. Only team sports are played after school, when a permission slip is required to practice and play. Each grade is assigned a day to participate.

The Events

Activities offered at Jefferson range from simple games for the second grade to more difficult activities for the fifth grade participants. The student has a choice of ten individual/dual activities throughout the year. Two weeks are allowed for each activity, which really only amounts to two days, since each grade is given one day per week. Some of the activities are the tire race (with more tires and changing patterns each year), leg wrestling, balance beam wrestling, turkey run, basketball dribble (marathon, shuttle run, cones), Harvard step, cageball push-o-war, scooter race (sitting, stomach), jump rope (marathon, one foot, one minute, long rope), hoppity hop race, sock toss, and the pillow fight, which is a particular favorite. Other popular events are the tug-o-war (singles, with tire tube, 5+5), soccer kick, throwing gallery, arm wrestling, tetherball, obstacle course, peg boards, baseball throw, team shoe racing, freeshot contest, sportsbuoys, softball hit, and three person sled races.

Activities in each school depend on students' needs and desires as well as available staff, equipment, and space.

Jogging. In the mornings only, students may jog one lap around the fenced school, about a quarter mile. The distance is not great, but it encourages students to exercise daily. Students may jog any day of the week, even if it is not actually their day for intramurals. Jogging is limited to one lap because some buses arrive early, others later. The limitation gives everyone a fair chance for a daily lap. Four laps (a mile) earn one additional Superstar point. During the first year of jogging, students totalled 989½ miles; the second year, 2002¼ miles. This year's goal is 2200 miles.

Team Sports. Boys and girls may play after school from 3:30 to 5:30 p.m. provided they return parent permission slips. Sports offered are flag football, basketball, volleyball, deck tennis, and gym hockey.

In all school track meet is held for *every* student in Jefferson, K–5. Each student may participate in one running event and one field event to participate in, and competes only against other students of the same grade level. Ribbons are given for first, second, and third place finishers of each heat in every race.

Publicity and Awards

The majority of publicity for the program originates in the physical education classes. The intramural bulletin board, posters, the school newsletter, and the public address speaker announce and promote activities.

Very simply, we believe a student should receive credit for effort put forth, and at the same time respond to some motivation other than fun. Every student participating in an activity, regardless of finish, receives a certificate. Provided by a local printer, they cost only 1.9 cents each in quantities of 2000 or more. In addition all first, second, and third place finishers receive ribbons, which cost 10 cents each. Superstar Medals with 30 inch Olympic ribbons for the boy and girl in each grade accumulating the most points throughout the year cost $3.65. The champion jogger of the year receives a jogging necklace with a pair of track shoes welded together, which costs $2.50. "Run for Your Life" is inscribed on the back of the shoes. Each person jogging 25 miles or more receives a "number one" necklace with the inscription "Jefferson Jogger—25 Miles" on the front. These cost the school $1.65 each.

This program, like any other involving rewards and incentives, requires much paper work to keep records on each person's points and jogging results, typing names on certificates and ribbons, and extensive planning. Last year the school awarded 1654 certificates, 879 ribbons, and recorded over 2000 miles of jogging (at ¼ mile per day per student). The work is rewarded by students' delight and enthusiasm. For more information about the Superstars program, feel free to contact the author.

Dan Blackwell, a teacher of physical education at Jefferson Elementary School, Riverton, WY 82501, is also vice-president of the elementary section of the Wyoming Alliance for Health, Physical Education, Recreation, and Dance.

All Sports Night

Richard H. Tucker

Increasing demands on our physical education plant threatened to reduce our intramurals program. Instead, we consolidated several activities into one evening of fun and games.

All Sports Night features 20 different recreational activities during one evening session, held in the gym from 6:45 to 10:00 p.m. Activity stations are shown on the accompanying diagram.

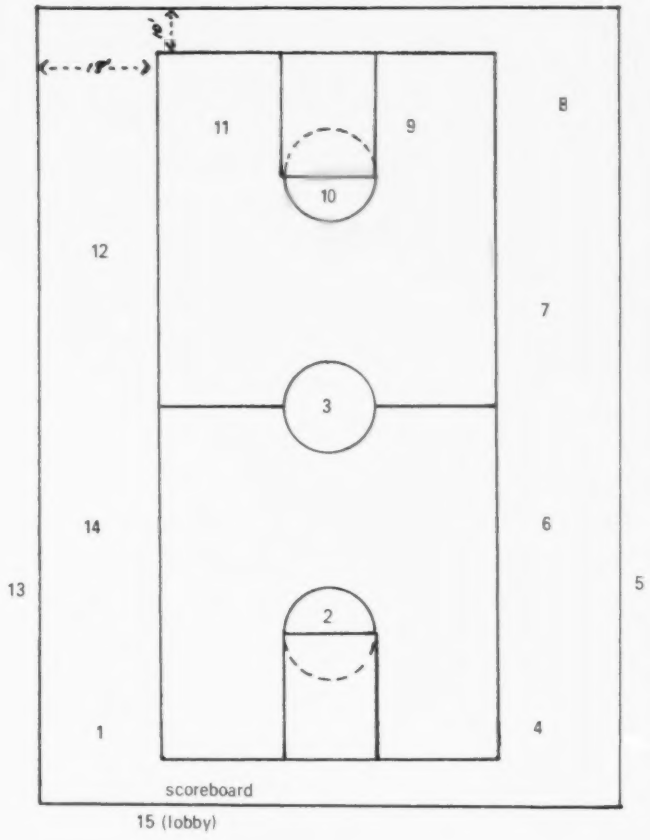
We have modified the rules of several games, primarily to keep them more competitive and reduce court time. For instance, we use table tennis scoring for the "one-wall" games; the server serves until 5-points have been scored between two players. The volleyball court is reduced in size to accommodate two 3-person teams. In four-square we use the Vass tennis scoring method.

To play bocce in the lobby of the gym, we have improvised hall floor runners for grass. We use a 60-second clock for chess. At the wrestling station we use a section of wrestling mat for safer footage and mat markings. The sticks for cane wrestling are bat blanks of ash.

Intramural captains are assigned to supervise two tournaments each. They may also participate in their tourney. To increase total participation and expedite tournament management, all participants are limited to two tournaments.

The team positions for each tournament are assigned by a blind drawing prior to All Sports Night. Team captains then assign members of their squads to each tournament. Participants advance to either the winners or losers bracket following the results of their initial contest. All results are posted immediately at the central scoreboard. Points are awarded for all games and places.

The supervising captains assign advances within their tournaments and announce the next game and contestants over the P.A. system. Participants must report within five minutes. In case a contestant is playing in another tourney when called, the supervising captain moves that tournament up one game. However, the previously announced player must report to the new station im-



Activity Stations for All Sports Night

1. Four square
2. H-O-R-S-E followed by a free throw contest (best of 25)
3. Volleyball
4. Arm wrestling
5. Checkers (three boards)
6. Badminton-doubles
7. Table tennis-mixed doubles
8. Tetherball
9. Racketball—girls singles, then mixed doubles*
10. Cane wrestling followed by leg wrestling
11. Handball—boys singles, then doubles*
12. Shuffleboard—doubles
13. Chess (three boards)
14. Table tennis—girls singles, then boys singles*
15. Bocce-mixed doubles

* The first tournaments at stations 9, 11, and 14 must be completed before starting the second tournaments.

mediately upon completion of the game. The "missed" game is played immediately upon completion of the game on the floor.

There is a copy of the rules governing the sport at each station. If a dispute or ruling cannot be resolved by the supervising captain it is referred to an arbitration board of three intramural members.

The All Sports activity has evolved into a three-week co-recreational physical education unit. We use the same floor stations and can theoretically handle two classes during one class period. It is possible to assign five students to each station (four participants and one scorer rotating). The students rotate stations counter-clockwise every 10 minutes (55-minute periods with 32 minutes allotted for activities).

It is our goal to involve as many students as possible in our physical education activities. All Sports Night has worked well with our objectives for intramurals and physical education. This type of program can be suited to fit other systems. A few simple adjustments to accommodate your facilities and a sport substitution plan that serves your needs will move you in the direction of an All Sports activity.

RICHARD H. TUCKER is intramural and physical education director for Greenfield Community Unit Schools, District No. 10, Greenfield, Illinois 62044.

Almost Anything Goes at ECU

Rose Mary Adkins

It is or should be the objective of every intramural program to provide "an activity for all and for all an activity." Since participation is the main objective of any intramural program, then meeting the needs and interests of *all* students should be equally important. For this reason the East Carolina University Intramural Department has incorporated several unusual activities to add variety to its program.

Almost Anything Goes—ECU Style provides an interesting coed sport. Teams are composed of three men and three women who compete in a number of unusual events. Events include various activities such as egg toss, skin the snake, water balloon toss, and blind football in which the center, holder, and kicker are all blindfolded to add an amusing effect for everyone. Teams are placed in groups and are rotated from event to event so that the entire activity is completed in a short length of time. Places are determined by a cumulative point system and prizes are donated by various businesses in the community.

What would you expect with a title like Toilet Bowl Competition? You've got it! In basketball all teams that have been "fortunate" enough to lose all of their regular season games are placed in a single elimination tournament, and there's a fight to the finish. In order to stay in the tournament, teams must continue to lose and the ultimate loser is the winner. An annual golden plunger award is presented to the "unlucky" loser and another team is flushed down!

Several slow-pitch softball rules are modified to make coed play more fun. Restrictions are not placed on the arrangement of positions, but an alternate male/female batting order is required. To add a different effect a 16-inch softball is used to help equalize strength differences. With slight modifications in the rules, we've attempted to decrease monopolizing of play by the men and keep competition more enjoyable.

Splishing and splashing with thrills of laughter can be heard during the novelty swim meet. This coed activity is fun for both participant and spectator. Unusual relays include the feet-first swim and swimming while blowing a ping pong ball or pushing a balloon. Better yet, there is swimming on one's back while reading a comic book aloud or while holding a lighted candle! Our students have learned to expect the unexpected.

Our frisbee pentathlon is another highly enjoyable activity. Participants are tested on accuracy flights through a hoola hoop, left and right curve patterns, backhand throws into a 12-foot diameter target circle, a distance throw, and a skip flight in which the frisbee must skip off the ground and travel 15 yards to land in a target circle. Gold, silver, and bronze frisbees serve as first, second, and third place awards.

Another coed activity which arouses curiosity in many of our fun-loving participants is our popular iceball program. A local ice skating rink is utilized and floor hockey rules are adapted with slight modifications. Players must wear tennis shoes and hockey helmets for safety. Plastic hockey sticks are used, and in place of the puck we use an eight-inch rubber ball. To add to the "uncoordinated efforts," the ice is watered down, thus making it extremely difficult to stay on one's feet. Needless to say, the game is packed with excitment.

The East Carolina University Intramural Department is constantly looking for innovative ways to involve the total student population. Our motto is: "Participate, don't spectate; play intramurals!"

ROSE MARY ADKINS is assistant intramural director at East Carolina University, Greenville, North Carolina 27834.

Sports Clubs: Their Place Within the Total Intramural-Recreational Sports Program

Larry Cooney

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Sports clubs are rapidly developing across many school campuses in the United States. Although sports clubs in this country began developing during the early twentieth century, the major sports club impetus has occurred during the last twenty years. This coincides with a trend which emphasizes participation and involvement in all levels of sports and recreation. The role of sports club programs has changed from providing the foundation and development for varsity athletic programs to becoming an important recreation program alternative.

The popularity of sports clubs may be due to a desire for outside competition not offered in intramural programs, dissatisfaction with existing intramural programs, more students with high school athletic backgrounds who are not selected for college/university varsity athletic teams or who choose not to participate in varsity athletic programs, foreign exchange programs in which foreign assistance for students implement their club sports on our campuses, and more financial assistance for students giving them more free time.[1] Advantages of sports clubs which possibly relate to this growing popularity are: (1) sports clubs offer a special variety to existing programs; (2) they are usually coeducational in nature; (3) clubs cross traditional school barriers by permitting faculty and students to participate in activities of mutual interest and concern; (4) excellent opportunities for students to receive professional services are available; (5) clubs are usually student oriented and initiated and present a tremendous opportunity for direct student involvement in program planning, thus allowing the student to feel a part of the total program; and (6) sport clubs contribute to an overall learning process of organization and administration, whereby members plan and carry out their own initiatives.

Stated quite simply, a sports club is a collection of students who want to participate in a particular sport. Most sports clubs today have a social, instructional, competitive, recreational, and service function. It must be kept in mind that the nature of sports clubs is to include these elements while resisting stringent organization and limitations placed upon them. However, since sports clubs are usually part of an educational institution's recreational program, some policies must be established regarding their activity. Although there should be some controls, a minimum of rules and regulations should suffice for sports clubs. The spontaneity and pure fun of participation in a sports club should never be lost or dimmed by excessive "red tape" and regulations. An interview response by the president of the Iowa State University Boxing Club helps to illustrate these points: "The sport is new to most of the members when they first join, but all are learning quickly. We maintain an informal atmosphere which encourages members to help each other in learning the necessary skills."[2]

The following sports clubs are common today at many educational institutions: archery, badminton, bowling, boxing, canoeing, cricket, cycling, fencing, flying, handball, hockey, judo, lacrosse, mountaineering, parachuting, rifle and pistol, rodeo, rugby, sailing, scuba, skiing, soccer, table tennis, tae-kwon-do karate, trap and skeet, tennis, volleyball, weightlifting, and whitewater rafting.

As budget dollars come under tighter scrutiny, many physical education departments, athletic departments, and recreation service departments must undergo vigorous self-evaluation. They must seek ways to create alternative sport programs which cost less, but which increase participation. Sports clubs may be such an alternative, not only for universities and colleges but also for secondary and elementary schools.

[1]Fehring, William P., "Club Sports," Twentieth Annual Conference Proceedings of the National Intramural Association, pp. 49-52, 1969.

[2]Article printed in the Iowa State Daily Newspaper, October 1978.

Extramural Sports Clubs and Varsity Athletics

James M. Jeter

Sports clubs have played a historical and important role in the development of our present sports conscious society. There were sports clubs long before there were intramurals, varsity, or professional athletics as indicated by the existence of sports clubs on many campuses as early as 1860.[1] Originally, sports clubs were organized by groups of students whose common interest was participating in a given sport. For instance, the first college football game was actually a game between two club teams from Rutgers and Princeton in 1869. As sports clubs evolved, their values were seen by campus administrators, and therefore, varsity sports and physical education programs were developed to encompass some of the club sports.[2]

Sports clubs underwent a "dying-off" during the early 1900s. But due to the diversity of student interest, an increase in women's athletics, and the lack of funding on the varsity level, extramural sports clubs have become once again a large part of the sports experience on campuses all across the nation. Some universities recognize as many as 75 sports clubs.

The question asked on most campuses is: Who should administer this complicated rainbow of sports activities? The differences in institutions and their philosophies have caused this question to be answered in many ways. On some campuses club sports are administered by varsity athletics, on others by the Department of Health, Physical Education, and Recreation, but on most (and rightly so) by the Office of Intramural and Recreational Sports.

What then should be the scope of extramural sports clubs? Should it be purely recreational or should it be highly competitive? Should it be aimed at offering experiences for students already on campus or should it attract highly skilled athletes to a university simply because of sports availability? These questions still remain partially unanswered, but for the most part they have been solved by recognizing these student-organized clubs and supervising them through the Office of Recreational Sports.

Many institutions have sports clubs categorized into two divisions: recreational sports clubs and extramural sports clubs. Recreational sports clubs are designed to offer more of an instructional and noncompetitive experience. For example, if a 100-member club were funded with $100, one dollar would be theoretically spent on each member (water skiing, bike riding, parachuting, etc.). Extramural sports clubs are aimed more specifically at filling the void between intramural and varsity athletics. Club members would be highly skilled and involved in regular workouts and intercollegiate competition. In the extramural area, all funding is used primarily to support the number one team. The comparisons to be made in this article will be between varsity athletic and extramural sports club administration.

In comparing the administration of varsity athletics with that of extramural sports clubs, there are as many differences as there are similarities. There would seem to be seven common areas of responsibility: (1) eligibility—team and individual, (2) transportation, (3) safety, medical care, and insurance, (4) equipment purchase and maintenance, (5) scheduling and facility reservation, (6) coaching, and (7) financing.

Financing Sports Clubs

Since financing has such an impact on the other six categories, let us consider it first. College and university varsity athletic programs are regulated by the NCAA; therefore, all funding must be in alignment with NCAA rules and regulations. For the most part, all varsity sports sponsored by an institution are "totally" funded. Resources for these funds are basically gate receipts, student fees, and donations. In using the word "totally," it is meant that all basic requirements for participation are funded (equipment, travel, fees, insurance, etc.). In comparison, sports clubs are seldom totally funded due to the lack of a permanent and substantial financial source. Institutional clubs have no large group of stadium-filling followers, so immediately a main source of income is eliminated.

How then are most clubs financed? Funding is usually from one or all of the following sources: dues, recreational fees or appropriations, work projects, and donations. For example, at Texas A&M University all recognized sports clubs are required to charge dues. These may vary from $1.00 for archery to $40 for polo, and are usually based upon the expense of each activity. The Extramural Sports Club Association, in which there are 30 clubs, is also allocated about $25,000 from student service fees to be distributed among the clubs. The Office of Intramural and Recreational Sports distributes this money based on club size and activity. Also, the Alumni Association donates approximately $4,000, which is held in reserve for national trips.

Many clubs sponsor tournaments or initiate work projects to raise funds. For example, the water polo club contracts with the Athletic Department to clean the football stadium after each home game, making roughly $800 to $1,000 a game. Most university fundings are similar to that of Texas A&M, with the source of recreational funds varying in amounts from zero to $50,000, and the source varying from student service fees, to student center profits, to permanent university funds.[3] Though sources may vary, control does not. These funds are normally in state accounts and must be vouchered in one of three basic areas: equipment, fees, and travel. Therefore, the comparison here is one of total administrative control and funding to one of "catch as catch can."

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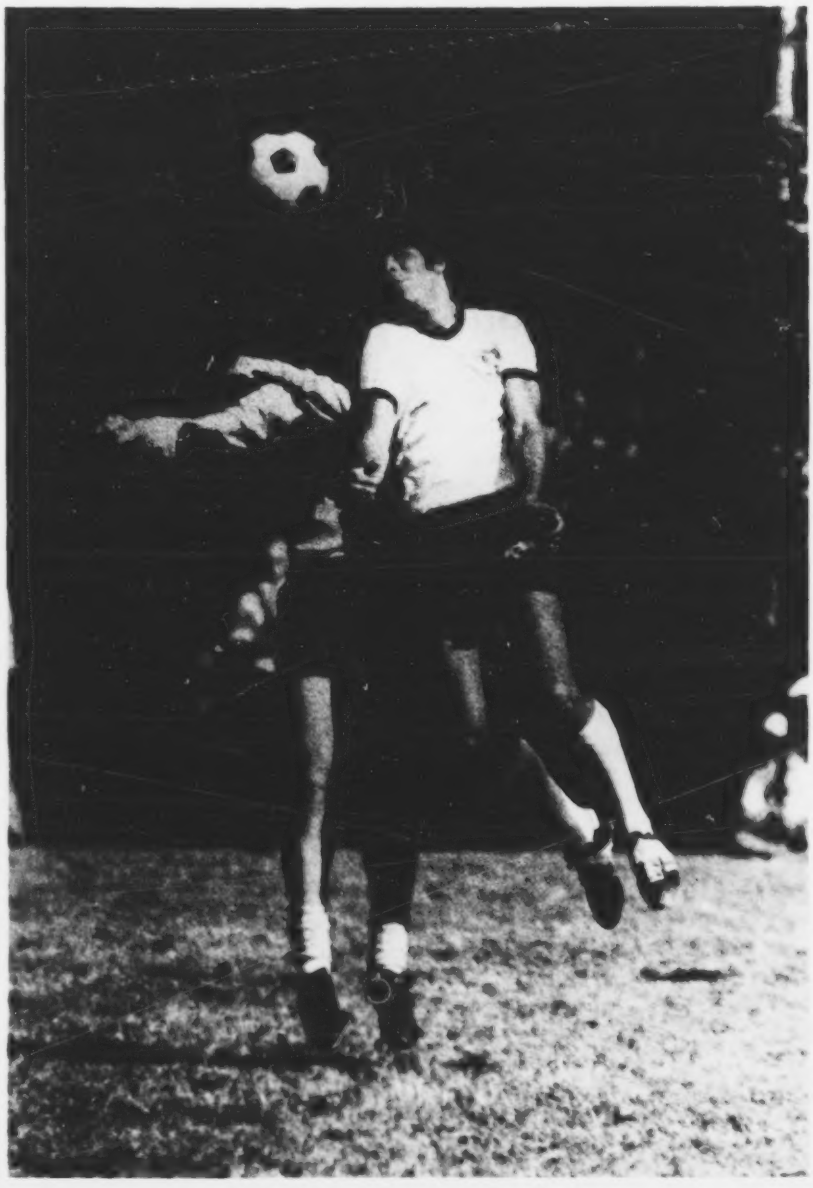
Eligibility

It has already been pointed out that in order to represent an institution, a sports club must become officially recognized. Eligibility of sports club participants is basically uncontrolled, unlike varsity sports in which participants must be screened as to age, residence, classification, scholarship awarding, and recruiting as is required by bodies such as the NCAA and AIAW. Club teams are made up of undergraduates, graduates, faculty members, scholastic ineligibles, and sometimes even non-institutional personnel. Recently, however, state and regional conferences have been initiated and other governing bodies have been formed in an effort to put controls on sports club eligibility. Many of these bodies have adopted rules and regulations similar to those of the NCAA or AAU, as evidenced by the Texas Intercollegiate Bowling Association or the Texas Intercollegiate Wrestling Association. In this way league tournament type play has a semblance of varsity competition. Some of these associations are so closely aligned with NCAA rules and regulations that a sports club could become a varsity sport and not a single participant would become ineligible. On the other hand, some clubs do not want controls. They want things open so that any and all of the institution's students and personnel can participate. Many rugby leagues are often of this nature and are frequently composed of college, city, and independent teams.

Many clubs function independently, while others belong to state or local associations with relatively strict requirements. Some teams even strive to participate on a varsity level.[4] At Texas A&M, an extramural club was granted temporary varsity status because of its potential to compete on a national level that year. Subsequently, the team was invited to the NCAA finals. For the most part however, team and individual eligibility for sports clubs is lightly structured and is not as highly controlled and administered as varsity athletics.

Transportation

Transportation is handled in a multitude of ways. Some institutions require club teams to travel in institutional vehicles and be accompanied by a university official. Other institutions allow students to travel in private vehicles driven by licensed and insured drivers.



Transportation, like most things, is dictated by funding. Normally clubs do not have funds to pay for a university vehicle for every trip, and private vehicle travel becomes a necessity. Varsity teams, on the other hand, often travel commercially and are accompanied by salaried coaching staffs. It is often difficult for a sports club to obtain a sponsor or advisor who is willing to accompany the group on ten or more trips each year.

Sports club transportation is usually handled in the cheapest possible manner, but safety is a major concern. Most institutions limit travel to a reasonable number of trips yearly. They also require trip insurance and licensed, insured drivers.[5] Clubs are normally required to file pretrip and posttrip reports. Drivers are usually reimbursed on a mileage basis or by gas receipts.

Safety, Medical Care, and Insurance

This is an area which is handled carefully by both extramural clubs and varsity programs. The health of the participants is a major concern. Varsity programs have team doctors, trainers, individual health insurance policies, emergency medical care, training programs, etc. All of these are funded by the athletic budget.

Extramural sports clubs handle these concerns on more of an individual basis. Even though extramural sports club participation is voluntary, most institutions require participants to sign release forms.[6] Insurance is the total responsibility of the participant. Most medical care, emergency or otherwise, is administered by an institution's health care center.

Extramural training programs vary from two-a-day workouts to mere game participation. For this reason, injury problems can be severe, especially in some of the high risk sports such as rugby, soccer, rodeo, or karate. Student health insurance, required by most universities, covers most injuries which might occur. Once again, the financial situation dictates procedures. The varsity program generally secures maximum coverage, while health care for extramural clubs is arranged almost entirely on individual bases.

Scheduling of Competition and Facilities

Here the problem is one of ownership, with varsity athletics generally having its own facilities and thus carrying a high priority. Sports clubs are forced to share athletic or health, physical education, and recreation facilities and thus have low priority, somewhere behind varsity athletics, health and physical education, intramurals, and often freeplay recreation.

Most varsity schedules are set by a conference or league several years in advance with minimal input from institutional representatives. Extramural sports clubs, on the other hand, usually schedule on a short-term basis, and are dependent upon the availability of facilities, funding, and suitable opposition.

Coaching and Instruction

Coaching on the extramural level is entirely a team effort with an occasional team having a sponsor or advisor with the expertise to furnish good coaching. Varsity teams have fulltime coaches who work year-round to improve team performance. Most sports clubs do not have trained coaches and this often results in a lack of continuity from year to year. The success of a club team solely depends on the student members and their willingness to work in this area.

Equipment Purchase and Maintenance

This is an area of high expense in most activities. Varsity athletic programs usually provide both team and individual equipment items for its participants. Most athletic programs have one or more fulltime employees who are responsible for monitoring and maintaining practice and game equipment.

Because of problems associated with maintenance and loss of equipment, most schools have discontinued purchasing personal equipment for extramural club members. Funds set aside for equipment are usually spent on such items as game and practice balls and large pieces of team equipment such as soccer goals or wrestling mats. Any equipment purchased with state or university funds must normally be acquired through the same purchase procedures used by any other university department. At Texas A&M clubs such as lacrosse, field hockey, and archery do purchase personal equipment items with university funds, but are required to maintain accurate equipment inventories.

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[1]Grambeau, Rodney J.: Encouraging the development of intramural sports clubs, Seventeenth annual conference proceedings of the National Intramural Association, Norman, Okla., 1966, University of Oklahoma Press, pp. 115-117.

[2]Haniford, George W.: Pros and cons of sports clubs, Proceedings of the annual meeting of the National College Physical Education Association for Men, 1959, pp. 49-54.

[3]Hyatt, Ronald W.: Sports clubs: organization and administration. In Peterson, James A., editor: Intramural administration: theory and practice, Englewood Cliffs, N.J., 1976, Prentice Hall, Inc., pp. 226-244.

[4]Jeter, James M.: A possible solution to NCAA recognition for Extramural Sports Clubs, Proceedings of the National Intramural Recreational Sports Association, 1977, pp. 252-253.

[5]Mueller, Pat: Intramurals: programming and administration, ed. 4, New York, 1971, The Ronald Press Co., pp. 246-247.

[6]Hyatt, op cit.

The Sports Club President and Advisor

James Teague

Sports clubs are composed primarily of individuals who possess high interest and/or skill levels in sports or recreational activities. The purposes of most clubs are to offer instruction for skill development and to offer an avenue for intercollegiate competition within the activity area.

The organizational structure of modern day sports clubs is similar to clubs which were formed near the end of the nineteenth century. During that era, an avenue was not available for the organization and administration of sports programs within the great majority of institutions, and students formed clubs on their own because of an immense desire for cohesiveness and competition.

Today sports clubs are oriented strongly toward the concept of an internally governed club. Within the club, members have an unlimited number of opportunities to become directly involved in administering, organizing, and

supervising the club's activity. Members collectively have responsibilities for writing the club constitution and by-laws, determining their membership requirements, establishing their dues schedule, selecting their club advisor, establishing the duties of officers, selecting a coach, and developing and administering a financial base or budget.

One of the most important positions within a governing structure as described here is the club president. Being the leader of a member governed group, which is organized within and according to guidelines of the particular institution itself, the duties of the president are of utmost importance. At Texas Tech University, the duties of the president are similar to many other colleges and universities in that the club president is responsible for:

1. Serving as the liaison between the club and the Sports Club Office
2. The operation of the club in compliance with the content of the *Sports Club Handbook*
3. Informing the club members of the content of the *Sports Club Handbook*
4. Informing the next club president of the routines and guidelines for club operation prior to the next president's assumption of duties. This includes transferring the *Sports Club Handbook* to the new president and arranging a meeting between the new president and the director of Sports Clubs.
5. Taking appropriate action to obtain a club advisor
6. Keeping the following information current in the Sports Club Office: release forms for each club member, list of club officers and club advisor, and a copy of the club constitution.
7. Registering the club in the Sports Club Office each semester on a semester report form
8. Meeting financial obligations incurred as a club
9. Making a regular check of the club mailbox in the Recreation Office
10. Completing the Accident Injury Report form for any injury requiring some form of medical attention that occurs during an on-campus or off-campus related activity
11. Reporting the results of all club association competition
12. At the beginning of each competitive club sport season, the presidents of the sports clubs are to furnish copies of the club's schedule to the director of Sports Clubs.

Another important position within the sports club structure is club advisor. The sports club advisor is chosen by the members of the group, and in all instances the advisor must be accepted by the club members. The advisor should be a faculty or staff member who carries status within the student group and should attend the meetings of the club in order to better understand and assist the group. Other important responsibilities of the advisor include: approving the club's annual budget, giving general approval of the program for the organization, signing request forms for travel, serving as a source of information, and counseling individual members.

A capable advisor participates without domination, always serves and advises, and does not sit in judgment. The advisor is most helpful when using mature judgment and experience to help the club members plan and refine their programs to a point where they are effective and realistic.

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The Sports Club Council—A Vital Administrative Tool

Gerald M. Mass

The administration of a sports club program can be a tedious, time consuming, and most difficult task if the clubs are not united to formulate an organized body. Attempting to coordinate the sports club program by interacting with each club individually leads to a redundancy problem of the *n*th power. This system also makes student input in operating the program difficult and complicates basic administrative tasks. This is further confounded by the wide variety of activities which are included in the definition of sport which places the sports club director in a precarious position when trying to develop one set of guidelines for the program.

The establishment of a Sports Club Council (SCC) can put the needed structure into the sports club administrative pattern while allowing the objective of self-management of individual clubs to carry over to the overall coordination of the club program. The SCC consists of representatives of all recognized sports clubs on campus and functions in a direct advisory capacity to the sports club director. Student government and student affairs/services representation might also be appropriate for the council. The sports club director should be an integral part of the council, which provides the necessary link to the administrative structure of the university in terms of responsibility and authority. However, the administration of the sports club program should be participant centered as that is one of the values of individual club involvement. The SCC can provide the structure for this to occur.

The most obvious and important benefit of SCC is communication—both between the director and the clubs and between the clubs themselves. Group meetings of club representatives provide regular interaction between all club representatives which leads to a sense of unity and esprit de corps. The council structure allows the director to obtain crucial club input on topics which are germane to the club program. These include club recognition, eligibility for club membership, financial support, facility coordination and reservation,

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travel, legal liability, and records of club activities as major discussion/decisionmaking points. The SCC should discuss these matters of importance and come up with recommendations to the director. If this procedure is not followed, the director is left to make these decisions without club member guidance. SCC allows the clubs to have input into the actual implementation of the club program while also providing a structure for the process.

The SCC should have formally stated written procedures to follow or a constitution with by-laws. The constitution should specifically cover the following points:

1. the purpose of the council in statement form
2. requirements for membership on the council
3. voting privileges for council members
4. role of sports club director on the council—voting-nonvoting, ex-officio
5. student government representation
6. student affairs/services representation
7. elected officers for the council should be listed—president, vice president, secretary, treasurer—with specific duties for each officer clearly stated
8. amendments or changes in the constitution and by-laws—procedures for these changes should be listed.

Other points to consider covering in the constitution could be listed as by-laws and include more specific items such as procedures to follow for recognition of a club, club registration, rosters of club members, dropping club recognition; facility reservation, use, coordination with other programs using same facilities; financial support of clubs including budget preparation, approval of budgets and financial reports; participation summaries of club activities; SCC meeting attendance rules, number needed for a quorum, rules for meeting (Roberts Rules of Order); and election of SCC officers including timing of election, nomination procedures, voting procedures, terms of office.

In summary, the SCC can be a most effective administrative tool in the operation of a sports club program. It allows for maximum club member input into the overall coordination of the program, especially on difficult items such as club recognition, eligibility rules, budgeting, and facility reservation/use. These functions are difficult for a director to summarily decide without advice from the clubs. The SCC organization provides the structure which expedites this club input and which should result in a sports club program which will be relevant to the students and will have the flexibility to remain that way. Stated another way, SCC results in a program which is essentially "of students, by students, and for students."

Sports Club Funding—The Dollars and Sense Approach

Donald Palmateer

In these days of ever-keener competition for program dollars, administrators are attempting to make each shrinking dollar stretch further and further. It is vital therefore, to have a valid justification strategy with respect to one's initial budget request as well as sound policies concerning the allocation procedures for appropriated funds. This article will focus on a general approach to how funds already received may be distributed or appropriated to programs sponsored by the administering agency.

It is absolutely imperative that clubs be required to submit a well thought-out and properly prepared budget request. At Colgate University we have a meeting of all club presidents and treasurers well in advance of the budget submission deadline. At this meeting, clubs are first given a ballpark inflationary factor to use when preparing their budget drafts. This is a percentage figure which, when multiplied by the preceding year's actual allocation, would produce a maximal bottom line figure. This serves to keep the overall budgetary package within some kind of reasonable bounds and makes the review process much less cumbersome. In effect, this forces the individual clubs to make the sometimes difficult choices concerning priorities.

The second item covered at this meeting is budget format. A preparation guidelines sheet is handed out as well as a sample budget which ensures that submitted budgets are similar in format. Again, this contributes to an abundance of time saved during the review process. Further, we ask that all anticipated income be figured against anticipated expenditures prior to coming up with a final need figure. The primary item here is individual membership dues. Additionally, each club is asked to make a statement regarding the anticipated level of personal expense (beyond dues) to be borne by each member throughout the sport season. This is an important consideration to be weighed when looking at a club's final request.

Once budgets are submitted, they are adjusted by the program administrator to ensure that the overall request is within limits as dictated by the inflationary index figure. These adjustments generally are based upon how active the club has been, the number of active members, and spending patterns of the preceding year. Although clubs are not absolutely required to spend strictly according to budget projections, it is expected that if a budget is thoughtfully planned, a club's actual expenditures should mirror the budget fairly closely.

The Club Council is reconvened once the final appropriation figures are known. At this meeting clubs are given a summary sheet contrasting the previous year's allocation, the club's actual request, and the new adjusted figure as submitted by the program administrator. This is a "give and take" type of meeting in which clubs are asked whether they can operate effectively at the suggested levels of funding. The whole issue is approached as a "family" problem, to be dealt with by attempting to keep everyone's best interests at heart. The ultimate goal is to reach the most equitable solution with regard to each club's anticipated needs.

Some clubs, even after much group interaction, do not receive the level of funding which they feel is needed to operate even at a minimal level. This is handled as a result of a continuation of this cooperative atmosphere into the actual fiscal spending year. We have been able to educate the club officers so that they are not attempting to spend every last budget dollar for fear of having next year's budget request reduced. As a result of this "cooperative versus competitive spending approach," we have yet to experience a year in which numerous clubs have not shown a favorable financial balance at the end of their sport season. These funds are then used to help other clubs which did not receive the initial level of funding which they felt minimally necessary. This approach is cheerfully adopted by the clubs since it is realized that in another year they may be the ones asking for assistance. Clubs are encouraged in this respect by not being penalized for showing a favorable balance at the end of a given fiscal year, provided they can demonstrate that the surplus is not the result of an unrealistically high initial budget request. This whole process seems to allow for maximal input and involvement throughout the whole decision-making process. True, it may be a bit more time consuming; however, the benefits far outweigh the slight inconveniences.

A club at Colgate University really does not find itself in the budgetary mainstream until its second year of officially sanctioned operation. All first-year clubs (although still required to submit a tentative operating budget) are limited to an allocation of not more than two hundred dollars (first year clubs are funded from a new club expansion line in the overall Sports Club budget). Consequently, a first year club is largely self-supporting. This is desirable, in that it allows for a year's time in which to evaluate the real commitment level of this new interest group—a year in which the club can be asked to operate at considerable sacrifice. Furthermore, the risk to the administering agency in terms of committed dollars is minimal. Upon the second year of operation, a club may ask for increased allocations. (Second-year clubs are not required to adhere to the inflationary index figure that applies to the budget preparation of the other clubs.)

Conversely, at the opposite end of the budget spectrum, we have established a budget ceiling, setting a maximum figure

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beyond which no club will be funded. At the present time this figure is $2,500. This policy, in effect prevents the rich from getting richer at the expense of newer clubs, in light of the limited forthcoming increases anticipated in overall program funding. With this policy, an older established club which is receiving the maximal allocation must resort to increased self-supportive practices in much the same manner as does the first year club. As is the case with the first year club, the post popular method employed to generate additional funds is through an increased dues assessment. A few of our clubs at the maximal funding level actually double their overall operating revenue as a result of dues income.

If still additional support is needed, outside fundraising may be a solution. At Colgate, we assist clubs on an individual basis in this respect and a few of our more established clubs have been quite successful in this regard. In any fundraising effort, a sense of the market is absolutely necessary. One needs to closely scrutinize and be selective with respect to potential prospects. For instance, parents, former members, or individuals in the local community who could benefit from the activity, etc., could all be considered prime potential prospects. Once a sense of the market is attained, a real attempt must be made to market the idea of gift support. Grass-roots support is necessary. "Word-of-mouth" is probably the best method, and the participants are their own best salespersons. The organization attempting to raise funds can increase its chances for success by centering the fundraising activity around some specific event or goal. This personalization of the purpose of the club can be tied in with a Parents' Weekend activity, wine and cheese party, etc. Finally, no matter how well a club plans an initial fundraising campaign, without good record keeping, future efforts will not come close to realizing their full potential.

We require a club which may be considering a fundraising effort to have all phases coordinated through the Office of Club Sports and the University Development Office. Clubs are permitted to solicit directly from immediate family members, friends, and non-Colgate people; however, clubs may not contact Colgate alumni without clearance from the Development Office. Once clearance is approved (usually on a limited basis), additional help may be requested through the Alumni Office.

It should be remembered that a variety of approaches can be effective. That which is effective and successful in one setting, given a certain set of circumstances, may not necessarily be effective somewhere else. What is required however, in all instances, is to first have a well-conceived plan and then a set of policies designed to successfully implement that plan. As in any decision-making process, if one can maximize the opportunity for inputs, not only will the final outcome be more universally acceptable, but due to a wider support base, more workable as well.

Regulations for Travel and Competition

R. Wayne Edwards

Even though sports clubs operate on a more flexible and informal basis than do their intercollegiate or interscholastic counterparts, certain regulations governing travel and competition are necessary for an effective program operation. The sports club program at East Carolina University is a part of the intramural and recreational sports program, located within the Department of Health, Physical Education, Recreation, and Safety. Both recreational and competitive clubs are included within the sports club program. Sports clubs are administered in accordance with departmental and university policies and regulations which are emphatic in some areas and flexible in others. Eleven clubs are currently operational, with several others expected to be approved within the near future. Those clubs which are more actively involved in competitive activity include rugby, lacrosse, karate, team handball, volleyball, snow skiing, and racquetball. Recreational clubs include hiking and outing, bicycling, surfing, and fencing.

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Competition

Participation within the East Carolina sports club program is limited to students, faculty, and staff of the university. Active involvement by alumni and members of the local community is not permitted. Each club is required to have an advisor, who must be a faculty or staff member from within the university. The advisor works with the club's officers in the coordination and supervision of club-related activities, and accompanies the club on all off-campus trips.

Prior to participation, each competitive club member must pass an annual physical examination which is administered on a "no charge" basis through the university's infirmary. The examination includes a urinalysis, blood studies, and other items which are parts of the infirmary's standard examination for intercollegiate athletic teams. While accident insurance is not provided by the university, each student is required to furnish proof of a personal insurance policy prior to his/her active participation in club practices or games. A trainer is pro-

vided for practices and game competition in the "high-risk" (rugby, lacrosse, and team handball) club activities. Each competitive club member is required to sign an assumption of risk form prior to participation.

Scheduling is the responsibility of each sports club, and is generally arranged by the club's officers. Schedules are usually made three to four months in advance, but occasionally are supplemented or altered on short-term bases. Due to travel and academic complications, competition is normally required to be scheduled for weekends (Friday—Sunday), although weekday competition is approved when extenuating circumstances render it necessary. Clubs are encouraged to schedule games with other clubs of similar composition and experience. Occasionally, however, competition is scheduled with clubs which are not college or university affiliated. The karate, volleyball, team handball, snow skiing, and racquetball clubs participate almost exclusively in tournament competition, while schedules for the lacrosse and rugby clubs reflect both dual and tournament play.

Facility scheduling for practices and games is arranged through the director of sports clubs but preparation of these facilities is the individual club's responsibility. Each club is also responsible for procurement of officials, coaching, publicity, and management of internal affairs. The budgetary process is a coordinated effort between the club's officers and advisor and the director of sports clubs.

Travel

In most situations, travel by any club is limited to a round trip distance of 200 miles on weekdays and 600 miles on weekends. Extended trips are permitted during vacation periods. (The rugby club participated in a tournament in Freeport, Grand Bahamas, during the 1978 spring vacation.) Exceptions are occasionally made to this policy when special circumstances, such as national-level competi-

At East Carolina, it is usually impossible to attain university vehicles for sports club travel. Buses owned by the Student Government Association are sometimes leased by the rugby and lacrosse clubs, but most travel is done via privately-owned vehicles. Vehicle owners are reimbursed for their automobile expenses on a "per mile" basis. When the club's budget permits, funds may be utilized for lodging expenses, but reimbursement for meals is not provided.

The advisor for each sports club accompanies his/her organization on each trip and is responsible for the following:

1. representing the University during the period of time the club is away from the East Carolina campus

2. determining that each driver of a private vehicle being used to convey club members has a current driver's license and has third party liability insurance coverage in effect on his/her vehicle.

3. determining that all club participants are East Carolina students, faculty, or staff members and are authorized by the director of sports clubs to participate.

4. coordinating travel arrangements

5. ensuring that club members' conduct during travel and during participation in the competition is in accordance with the rules and regulations of East Carolina University and the Office of Intramural and Recreational Sports, and with the laws of the State of North Carolina.

A great deal of responsibility rests with the club's advisor and officers insofar as travel and competition is concerned. Individual club members must also assume personal responsibilities in numerous areas. Unlike intercollegiate or interscholastic athletic teams, whose paid coaches or athletic directors assume most administrative responsibilities, each sports club is basically autonomous. It must operate within general guidelines, but there is flexibility within most of these guidelines.

Regulations for travel and competition within the East Carolina sports club program are designed for the safety and well-being of club members. They are intended to promote, rather than restrict, the development of the total sports club program and to enhance participation opportunities for the East Carolina student body.